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Community College Adjunct Faculty Perceptions of Departmental Cultures

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Community College Adjunct Faculty Perceptions of Departmental Cultures

A dissertation submitted in partial satisfaction of the requirements for the degree Doctor of Education

by

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ABSTRACT OF THE DISSERTATION

Community College Adjunct Faculty

Perceptions of Departmental Cultures

by

Colin Evan Williams

Doctor of Education

University of California, Los Angeles, 2019

Professor Mark Kevin Eagan, Chair

Years of hiring practices have resulted in adjunct professors comprising the majority of college faculty (Gappa, Austin, & Trice, 2007; Schuster & Finkelstein, 2006). Today, adjunct faculty provide almost half of all instruction at the California community colleges (Student Success Initiative, 2018). It is essential to increase adjunct faculty participation in student success activities, such as Student Learning Outcomes (SLO) assessment. A large number of courses may not be taught as effectively if adjunct faculty do not assess SLOs (Danley-Scott & Topsett-Makin, 2013). This study sought to identify how adjunct faculty perceive their department cultures across the state. It also strived to understand what, if any, influence departmental cultures have on adjunct faculty contributing to SLO assessment. This mixed methods sequential explanatory study yielded findings emerged that indicate adjunct faculty at

both sites primarily experience inclusive and learning cultures. Specific areas for improvement include communication, collaboration, and input in the design of curriculum and learning goals. Emergent findings included the role of the department chair as the progenitor and maintainer of a department's culture. Adjunct faculty were found to be driven primarily by a sense of service to students and refining the curriculum to serve transfer and career goals. Lack of communication and collaboration were found to have adverse effects on these intrinsic motivations. Departments and institutions seeking to transform cultures of compliance around student learning outcomes assessment into cultures of inquiry may do well to begin with communication, collaboration, and other low cost change strategies in order to cultivate inclusive and learning cultures that increase adjunct faculty participation in SLO assessment.

The dissertation of Colin Evan Williams is approved.

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Mark Kevin Eagan, Committee Chair

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2019

DEDICATION

This work is dedicated to my wife Chrys. Neither me nor this body of research would be here today without the love and support that you have gifted me. My journey was encouraged by your persistent support in the form of home-cooked meals, brave mothering, and engaging with me in intellectual dialogue that engendered new ideas and perspectives. Thank you Chrys, I love you and our little family. I am eternally grateful to be on this journey of life with you.

I have also been inspired by my family of educators: Papa Jim, Oma Dorothy, dad, mom, sister, and my wife. It is also inspired by my family of service leaders: Papa John, Oma Kate, my aunts, uncles, and my in-laws. Your dedication to your craft and communities is inspiring. I hope to follow in your footsteps and serve my own community to the best of my ability. Thank you for your emotional and financial support, without which this would have been an experience lacking the Williams, Baldonado, and Thomas vitalities.

This work is also dedicated to the part-time professors in California's community colleges, and part-time professors throughout the nation. It is my hope that this work can contribute to building healthy cultures that support your motivations and passions to improve student learning.

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ACKNOWLEDGEMENTS

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VITA

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2019	Strategies for Collecting Outcomes Data in Student Services - Santa Ana, CA *ASCCC Student Learning Outcomes Symposium Session*
2018	Accreditation 101 - Irvine, CA *ASCCC 2018 Fall Plenary Session*
2018	Increasing Participation in SLO Disaggregation - Costa Mesa, CA *ASCCC Student Learning Outcomes Symposium Session*
2017	Disaggregating Student Learning Outcomes Data - Long Beach, CA *Campus Under Construction FLEX Day Session*

CHAPTER ONE: INTRODUCTION

Introduction and Background

Colleges often employ adjunct (part-time) faculty[1] as a cost-saving strategy (Schuster & Finkelstein, 2006; Gappa, Austin, & Trice, 2007). Colleges can hire an adjunct faculty to teach a course for significantly less than it costs to pay a tenure track faculty. As a result, per-credit or per-course payroll expenditures for adjunct faculty salaries and benefits are considerably less than that of full-time tenure track faculty (Coalition on the Academic Workforce, 2012; National Center for Education Statistics, 2001). Adjunct faculty typically have no promise of job security and many work at multiple institutions in an attempt to piece together a full-time salary (American Federation of Teachers, 2010; Baldwin & Chronister, 2001; Eagan, 2013).

The reliance on adjunct faculty is showing no signs of decreasing. Tenure-track faculty hiring between 2003 and 2009 increased 2% nationwide, while adjunct faculty hiring increased 10% (Knapp, Kelly-Reid & Ginder, 2010). By 2010, non-tenure track faculty comprised two-thirds of the nation's higher education professoriate (American Federation of Teachers, 2010). Community colleges account for much of the imbalance in higher education institutions' reliance on adjunct faculty labor, as 70% of all instructional staff in the nation's community colleges in 2011 held contingent or part-time appointments (National Center for Education Statistics, 2012).

Research on two-year and four-year institutions details a failure to adopt and enforce widespread policies in support of this growing faculty population. Lack of support negatively

[1] Throughout this study I refer to part-time non-tenure track faculty as adjunct faculty. Adjunct faculty are hourly instructional employees who are not permanent or on the tenure track at their California community college.

influences how adjunct faculty perceive their organizational citizenship and sense of belonging (Eagan, 2013; Kezar, 2013; Kezar, Lester, & Anderson, 2002; Pierce, 2000). Advocates working to halt the trend of 'adjunctification' seek to promote structures and policies that address and curtail the labor exploitation of adjunct faculty (American Association of University Professors, 2014; Cox, 2002; Tunguz, 2016; Yoshioka, 2007;). Advocates for change claim that adjunctification erodes the norms of the professoriate, tenets of shared governance, and aspects of the enterprise of higher education (Kezar & Maxey, 2015). Today, a majority of instruction is shouldered by an unsupported, invisible, and sometimes excluded faculty group (Gappa & Leslie, 1993; Kezar, 2013a).

The trend of adjunctification is also found in the nation's largest system of higher education, the California Community Colleges (CCCs). Decreases in system funding since the 1960s have led to increased adjunct faculty hiring. Today, the CCCs employ a total of 42,110 adjunct faculty compared to 19,211 tenure-track faculty (California Community Colleges' Chancellor's Office Datamart, 2018).

The level of institutional and departmental support adjunct faculty receive varies among community colleges. Disparities are evidenced in working conditions (Dougherty, Rhoades, & Smith 2013; Eagan, Jaeger, Grantham, 2015) and departmental culture (Kezar, 2013a, 2013b; Eagan, Jaeger, Grantham, 2015). Differences in working conditions are perhaps easiest to identify. Tenure-track faculty typically teach at one campus, have office space, can rely on departmental staff for clerical assistance, and have autonomy and time to participate in shared governance. On the other hand, adjunct faculty tend to piece together teaching appointments at

multiple campuses, rarely have office space, teach at times when clerical support is unavailable, and generally have little opportunity to contribute to shared governance.

In addition to disparities in working conditions, adjunct faculty face challenges in navigating variable departmental cultures. Adjunct faculty and tenure track faculty may perceive department cultures differently based on the levels of support and communication they receive. Departmental cultures have been shown to reflect both positive and negative environments within which adjunct faculty operate. Kezar (2013a, 2013b) suggests four classifications of department cultures, including destructive, invisible, inclusive, and learning cultures. Healthier cultures tend to promote student learning and inclusivity, as these cultures foster adjunct faculty participation in organizational life and help to ensure the departmental ecosystem remains healthy with diverse perspectives, expertise, and contributions.

In supportive and learning cultures, adjunct faculty are often encouraged to collaborate on the refinement and design of curriculum. A key component of curriculum design within the CCC system is Student Learning Outcomes (SLO) assessment. Enhancing how CCC adjunct faculty are included in and informed about the assessment of student learning is critical in the CCC system, as California recently enacted legislation and initiatives that directly relate to faculty's role in facilitating students' achievement across several learning outcomes. First, AB-1809 (2018) includes a Student Centered Funding Formula that shifts per-student funding away from calculations based strictly on enrollment numbers and instead considers the completions of credentials and credits in enrollments and more toward completions. Second, in 2017 the California Community College Guided Pathways movement shifted focus on enhancing completions through clearer course-taking patterns. One of the main components of

Guided Pathways is to ensure students are learning with intentional outcomes. Colleges have been encouraged to reimagine cultures of teaching and learning, to use outcomes data for enhanced classroom instruction, and to involve all faculty in collaborative inquiry (California Guided Pathways Institute Five, 2019). These statewide initiatives require colleges to focus on how students are served by programmatic curricula in ways that lead to increased transfer or job placement in a timely manner. By introducing and enacting the Student Centered Funding Formula and Guided Pathways, leaders in the CCC system and California state government have prioritized meaningful and efficient assessment of curricula and student learning outcomes.

In the CCCs. faculty purview and engagement with curricula are outlined in legislation and regional accrediting agencies. Faculty at each of the system's 114 physical campuses are primarily responsible for outcomes assessment as delineated by the structures and purview of shared governance (AB1725, 1988). And the systematic and continual assessment of learning outcomes (SLOs) at the course and program levels is a large component of an institution's accreditation. SLO assessment necessitates the engagement of all faculty, regardless of appointment status (ACCJC, 2014).

Both tenure track and adjunct faculty have been impacted by the workloads associated with SLO assessment. However, the differences between adjunct and tenure-track employment suggest that it is more difficult for adjunct faculty to fully participate in the assessment of outcomes, the collaboration around analyzing results, and curriculum enhancement (Kezar, 2013b). Adjunct faculty populations tend not to be made aware of training and professional development opportunities that can help them to assess SLOs (Scott & Danley-Scott, 2015).

The lack professional development models that aim to increase adjunct faculty's ability to conduct SLO assessment may also be a barrier to their participation (Apigo, 2015).

Many institutions have not modified policies and practices so adjunct faculty can fully participate in SLO assessment. They continue to approach initiatives as if their majority teaching faculty were tenure track (Kezar & Maxey, 2014). Institutions that desire adjunct faculty to participate as effectively as tenure-track peers need to offer structural support, which includes training and evaluation (Umbach, 2007). Calls for adjunct faculty to be more involved in the development of curricula and governance highlight how institutions have yet to systematically involve adjunct faculty based on ability and experience (Baldwin & Chronister, 2001; Scott & Danley-Scott, 2015). Without modifying policies and behaviors toward more inclusive designs, CCCs may not be capitalizing on the contributions to student success that adjunct faculty can offer.

Statement of the Problem

We know very little about the general attitudes, beliefs, and behaviors among adjunct faculty working within California's community colleges, and we know even less with respect to their relationship to SLO assessment. This may be due to institutions' reticence in admitting their reliance on adjunct faculty (Danley-Scott, & Scott, 2014). It may also be due to adjunct faculty unions not wishing for individual performance or student success data to be examined to concerns that such evaluations could provide fodder for negative reviews (Secolsky, Wentland, & Smith, 2016). Interview respondents in this study also indicated that 'rocking the boat' by expressing themselves in meetings, for example, could lead to potentially retaliatory measures like not being scheduled courses to teach. Thus, providing a snapshot of how this

population subjectively experiences department cultures can assist system leaders to craft better policies and practices.

There is little understanding of how departmental cultures influence adjunct faculty's contribution to the process of Student Learning Outcomes assessment (Apigo, 2015; Danley-Scott & Scott, 2014; Kezar, 2013; Kezar, Maxey, & Holcombe, 2016; Kezar, & Maxey, 2014; Oprean, 2012; Scott & Danley-Scott, 2015). Adjunct faculty's contributions to SLO assessment, compared to tenure-track faculty's contributions, have been shown to be less consistent and can be better developed with departmental and institutional support (Center for Community College Student Engagement, 2014).

Adjunct faculty tend to characterize their departmental cultures as either negative (Baldwin & Chronister, 2001; Gappa et al., 2007) or, at best, neutral in nature (Kezar, 2013b). The neutral, or invisible, culture is one wherein adjunct faculty are largely ignored, invited but not encouraged, feel invisible, and where their efforts and presence is not fully integrated. It is also characterized by a lack of professional development or formal structures for socialization and communication (Diegel, 2013; Kezar, 2013b). Perceptions of a negative culture may diminish departmental faculty's willingness or even interest in seriously taking on the critical work of fully engaging in assessing SLOs. Thus, a large number of courses may not be taught as effectively as possible if adjunct faculty do not assess SLOs (Danley-Scott & Topsett-Makin, 2013). Increasing faculty contributions to SLO assessment and therefore outcomes mastery is central to meeting institutional and system-wide objectives, such as student retention and credential and credit completion (Center for Community College Student Engagement, 2014),

maintaining accreditation (Kuh, Ikenberry, Jankowski, Cain, Ewell, Hutchings, & Kinzie, 2015), and complying with recent legislation like the Student Centered Funding Formula.

Research Questions

This study is guided by the following research questions:

1. How do California's community college adjunct faculty perceive their department's culture?
2. How does departmental culture influence the ways adjunct faculty are motivated to participate in Student Learning Outcomes assessment?

Overview of the Research Design

Research Design

This mixed methods sequential explanatory study investigated departmental cultures across two of California's 114 physical community college campuses. This research intends to build on the Delphi Project's self-assessment tool entitled "Departmental Cultures and Non-tenure track Faculty: A Self-Assessment Tool for Departments" (2015) to provide a snapshot of how the sites' adjunct faculty perceive departmental culture. The study combines the use of the survey with in-depth interviews to qualitatively explore cultural factors that may illustrate the extent to which adjunct faculty participate in Student Learning Outcomes assessment. Sites were selected from southern California's Area D, which is designated by the Academic Senate for California Community Colleges. Selected colleges had an adjunct faculty population of 60% or greater.

The first phase of the study answers the first research question through analysis of quantitative survey data. The survey was administered to adjunct faculty at the two selected

community colleges. In order to reach a broad population of adjunct faculty at each site I coordinated with campus senate and union leadership, as well as research offices, to facilitate distribution for the highest possible response rate. I visited the sites in order to connect with adjunct faculty and encourage their competing the survey online. After distributing the survey to 1,200 adjunct faculty from all disciplines at both campuses, I received 80 responses.

The second phase of the study answers the second research question through an analysis of subjective experiences generated from in-depth interviews with 15 adjunct faculty from each site. This approach allowed me to better understand subjective experiences of departmental culture. I also gained insight into what motivates adjunct faculty to participate in SLO assessment and what support structures assist that participation.

A framework based on Self-Determination Theory guided the study. I considered how intrinsic and extrinsic motivators influence adjunct faculty. For instance, to what extent do departmental cultures foster, or capitalize on, intrinsic motivation in adjunct faculty. Alternatively, to what extent is external pressure, like accreditation standards, a motivator for adjunct faculty? Autonomous motivations that lead one to engage in work for its own sake are arguably the most successful type of motivation (Doshi & McGregor, 2015).

Significance of the Study

Kezar's (2012) meta-analysis describes how assessment scholarship fails to provide insights into how departments cultivate cultures that support assessment for adjunct faculty. Relatively little research has investigated what influence departmental cultures may have on adjunct faculty participation in assessment (Apigo, 2015; Danley-Scott & Scott, 2014; Kezar, 2013; Kezar, Maxey, & Holcombe, 2016; Kezar, & Maxey, 2014; Oprean, 2012; Scott &

Danley-Scott, 2015). At the same time, there is little understanding of how adjunct faculty across the California system perceive their departmental cultures. This study addresses both of these gaps.

Recent legislation highlights the significance of this study. For instance, the 2018 outcomes-based funding formula allocated per-student funds based on completion rather than enrollment. The design of Guided Pathways devotes an entire portion of its framework to student learning and its progress toward meaningful completion of degrees and awards.

It is important to understand what colleges are doing to leverage adjunct faculty in the assessment of student learning. Exemplary cultures can be broadcasted and modeled in cases where such contexts facilitate effective, efficient engagement in the SLO assessment process among adjunct faculty. Faculty leaders in the positions of department chair and SLO Coordinator may use this study's findings to critically reflect on their role in creating cultures for their departments and assessment programs.

This study begins to address a gap in the knowledge of how the CCCs support and encourage the creation of inclusive and learning cultures for adjunct faculty. It also seeks to begin to close a gap in the knowledge regarding what motivates adjunct faculty to participate in SLO assessment. Findings from survey data reveal that adjunct faculty at two southern California community colleges primarily experience inclusive and learning cultural characteristics throughout their various departments. Areas for improvement include communication and collaboration with tenure-track faculty peers. Understanding how to improve communication and collaboration involves taking into account adjunct faculty employment preferences, specifically whether or not adjunct faculty are voluntary or

involuntary employees. Results from the interviews suggest how a consideration of adjunct faculty experiences can inform the process for transforming policies and procedures that encourage increased participation in SLO assessment. Interview data reveals that adjunct faculty are primarily motivated by prosocial drivers to contribute to their departments' curricula as well as to ensure students are learning and progressing towards completion. Receiving compensation, although described as a major inequity between tenure-track and adjunct faculty, was not a significant indicator of why adjunct faculty conduct assessment. Neither was a focus on external motivations, like accreditation. Better understanding motivations may assist community college leadership in creating transformational policies that harness the dedication and contributions adjunct faculty bring to the table.

Summary

The CCC system employs 42,110 adjunct faculty compared to 19,211 tenure-track faculty. Adjunct faculty provide more than 70% of the system's instruction. It is largely unknown what the predominant departmental culture is and how adjunct faculty perceive the helpfulness of their department cultures. Simultaneously, there are limited expressions of how departmental cultures inhibit or help motivate adjunct faculty to contribute to Student Learning Outcomes assessment. This study seeks to address a gap in the literature that has yet to identify how adjunct faculty perceive their department cultures and what impact those cultures have on helping or hindering participation in student success activities. In the next chapter I explore the body of research that describes the California community colleges, the role of adjunct faculty and departmental cultures, SLO assessment, and the study's theoretical frameworks of departmental cultures and Self-Determination Theory.

CHAPTER TWO: LITERATURE REVIEW

This chapter provides an overview of literature relevant to the California community college (CCC) system, its adjunct faculty, and overall trends regarding their engagement with Student Learning Outcomes (SLO) assessment. The chapter concludes with a description of the study's overarching theoretical frameworks of departmental cultures and Self-Determination Theory.

Adjunct Faculty in California's Community Colleges

CCC History and Mission

The Morrill Acts of 1962 and 1890 are said to have set the stage for America's first junior colleges. From 1901 to 1910 only three public junior colleges had been developed across the nation, but by 1914 more than 14 had been established. The junior colleges provided general education at an associate's degree level. They would later add vocational education to their broad missions to help to train industry workers for various careers.

Even before the nation's first junior college was established in the midwest, California's Governor John McDougall in 1852 predicted California's future community college system would become "the most magnificent system of education in the world" (Winter, 1964, p.3). California's 1907 legislature was the first in the nation to create a statewide public junior college system. At this time in California the junior colleges were divisions of high schools that offered post-high school instruction (Little Hoover Commission, 2012).

In 1932 the Carnegie Foundation commissioned a study on higher education in California. It found that the CSU and UC systems were firmly considered baccalaureate and research institutions respectively, while the community colleges excelled at providing general

education and vocational training (Drury, 2003; Brint & Karabel, 1989). Throughout the years, the state's junior colleges grew and transformed with the support of state funds and legislation. If not the most magnificent in the world, the California community colleges (CCCs) soon became the largest system of higher education in the nation (California Community College Chancellor's Office, 2018a).

The CCC system's democratizing mission is inherent in the many speeches, bills, and reports that guided its evolution. The seminal report, *A Master Plan for Higher Education in California, 1960-1975*, articulated this mission as playing a role in providing "...an appropriate place in California public higher education for every student who is willing and able to benefit from attendance." The plan's sentiments and structure were enacted largely through the Donahoe Higher Education Act of 1960 and subsequently reflected in California's Education Code (California Education Code Title 3 § 66201).

Governance and Accreditation

California's community college system faculty enjoy a culture of shared governance established in 1988 through AB1725 and articulated in Title 5 regulations. With the consecration of the academic senate, faculty and administrators are responsible for shared decision making. This occurs through collegial consultation with the Board of Trustees and specialized purview of academic and professional matters. For instance, faculty are largely responsible for decisions that fall within the arenas of curriculum, academic personnel, and faculty professional development. Faculty purview is coordinated through the state and local academic senates.

At the statewide level, the Academic Senate for California Community Colleges (ASCCC) is the faculty organization that interfaces with the Board of Governors and Chancellor's Office on behalf of faculty. It provides guidance through resolutions and research briefs to local district senates. Since 2010 the ASCCC has published a resolution supporting community college adjunct faculty at a rate of nearly two resolutions per year. In recent years the ASCCC has also provided strong opinions that reinforce faculty purview of academic and professional matters, especially curriculum, in light of accreditation standards (ASCCC, 2002, ASCCC 2014). Through high levels of collegial consultation, the ASCCC and Chancellor's Office respond to policy set by the legislature and Board of Governors.

The community colleges in California must also adhere to and align curricula with accreditation standards set forth by the regional accrediting agency, the Accrediting Commission of Community and Junior Colleges (ACCJC). The ACCJC's primary focus is accrediting institutions that grant associate degrees, certificates, and credentials (ACCJC, 2018).

Higher education has traditionally avoided the scrutiny of external practitioners, but the recent decade-long accountability movement has resulted in greater scrutiny of community college effectiveness at serving the public (Mehta, 2013). Margaret Spellings' 2006 Commission Report strengthened pressure to hold higher education accountable to students and consumers. Accreditation agencies, recognized by the United States Department of Education, have tended to enforce accountability in the form of accreditation standards.

Higher education institutions have strived to balance accommodating accountability standards with a resolute and traditionally autonomous professoriate (Mehta, 2013). In the case

of the CCCs, they also participate in the peer review component of accreditation, a tradition unique to the United States. Maintaining institutions' accreditation by adequately meeting ACCJC's standards requires the CCCs' faculty to actively collaborate in consultation with administrators and stakeholder groups, gather and provide evidence of having met the standards, and to embrace innovation around increasing institutional effectiveness (ACCJC Partners in Excellence, 2019; ASCCC, 2002; ASCCC, 2014).

Regional accreditation through the ACCJC is a vital component of the CCC's reputation, demonstration of having met federal eligibility requirements, as well as a requisite to providing day to day operations and financial aid to students. Unaccredited institutions are unable to glean federal financial aid funds. This is a serious detriment, since nearly half of the CCC's 2.1 million students rely on financial aid (Legislative Analyst's Office, 2016). The loss of accreditation for any CCC would create, and has created, great difficulties for faculty, staff, and students (Hoffman & Wallach, 2008).

The ACCJC's comprehensive peer review process has improved over the last five years, resulting in fewer colleges placed on sanction, a status that jeopardizes both reputation and standard operating procedure. Notably, the organization now approaches sites from with appreciative inquiry to discover, and honor, the good work that institutions are accomplishing in the name of improvement, innovation, and student success. Teams focus on improvement practices and recommendations that are designed to assist campuses.

The commission has also reframed its approach to student learning outcomes. Inflexible numerations of courses that have or have not undergone assessment no longer represent components of the midterm report, and they have lost their place as the sole focus of peer

review teams. Instead, newly trained peer reviewers ask specific questions aimed at teasing out an institution's culture of assessment. Reviewers strive to understand how faculty are engaging in a dialog around improving student learning through assessment (ACCJC Partners in Excellence Conference, 2019). These new directions, should have a tangible impact on the ways in which faculty at California's community colleges engage in outcomes assessment.

ACCJC's eligibility requirements and standards for accreditation specifically include faculty engagement in improving the institutional effectiveness and the activities associated with the accreditation process. Standard III.A.8 explicitly references the involvement of part-time and adjunct faculty, as the final component of II.A.8. reads "The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution." This statement essentially codifies the significant role and responsibility part-time and adjunct faculty have as members of their respective institutions.

The standard for adjunct faculty involvement is an integral component of ensuring institutional effectiveness and improvement to the quality of instruction and student success. The number and types of adjunct faculty under an institution's charge can, and often do, greatly exceed the number of tenure-track faculty. In the next section I focus on articulating the differences between the two types of adjunct faculty: voluntary and involuntary.

Types of Adjunct Faculty

I have elected to use the term 'adjunct faculty' to describe the faculty in the CCCs who are both 1) employed part-time and 2) are not on a pathway that will eventually reward them with tenure at the institutions I am studying. This decision was made based on a review of the literature that discussed the nature of adjunct employment in higher education and the various

assignments that adjunct faculty may hold (Goldrick-Rab, 2010; Hurtado, Eagan, Pryor, Whang, & Tran, 2012) as well as an ingrained understanding of the term based on my career in the California community colleges. Great diversity exists among adjunct faculty, as the remainder of this section describes.

Gappa (1984) distinguished the different types of adjunct faculty as those who teach off the tenure track as either part-time or full-time, as the factors determining adjuncts' appointment status vary considerably, and differences in appointment status also tend to lead to different experiences within the department and institution.

Typically part-time employees, adjunct faculty may work part-time either voluntarily or involuntarily. Voluntary adjunct faculty intend to teach part-time, typically one or two courses a term and often in a specialized area. Voluntary adjunct faculty may be retired professors or industry professionals who teach a distinct perspective, demonstrate a particular skill, or have experience relevant to the courses they teach. They often do not have an interest in finding a tenure track position. On the other hand, involuntary adjunct faculty are likely to be interested in securing a tenure-track position. They also likely work in a number of part-time positions across multiple institutions. This allows them to increase their likelihood of being hired on the tenure track, and it allows them to make a living wage (Eagan, Jaeger & Grantham, 2015; Maynard & Joseph, 2008). Adjunct faculty may also work in service units, such as libraries and counseling center, on an hourly assignment.

Eagan, Jaeger and Grantham's (2015) analysis of 4,169 adjunct faculty responses to the Higher Education Research Institute (HERI) Faculty Survey was one of the first to disaggregate results by type of adjunct faculty. Eagan et al. provided results that illustrated how job

satisfaction levels were significantly different between voluntary and involuntary adjunct faculty at six four-year institutions. The researchers' models suggest that involuntary adjunct faculty have lower levels of job satisfaction relative to their part-time colleagues who want to teach part-time at four-year institutions. Researchers have suggested that feelings of underemployment stem from lacking good relationships with administrators or respect from tenure track peers (Maynard & Joseph, 2008).

Similarly, Renner, in her 2017 dissertation, demonstrated that Missouri community college adjunct faculty who preferred a full-time teaching position (involuntary) were less satisfied with their jobs compared to adjunct faculty who were not interested in teaching full-time (voluntary). These significant findings were articulated through a regression analysis of an extensive job satisfaction questionnaire.

Feeling respected by one's peers is central to understanding how adjunct faculty experience job satisfaction. The importance of this feeling is so important that Gappa, Austin, and Trice (2007) include *respect* in their seminal framework of essential elements for job satisfaction in higher education. Respect surfaces throughout the literature of higher education as a cultural factor that can foster adjunct faculty's sense of belonging and job satisfaction regardless of their aspirations (Wallin, 2004).

Legislation Regarding Adjunct Faculty

Over the last several decades, some assembly bills aimed to provide fiscal and policy support to adjunct faculty. While not all of the effects of these bills have manifested, the legislation was passed with good intention to help address an over reliance on adjunct faculty,

curb widespread expansion of adjunct hiring, and provide resources to support members of the growing adjunct population (Yoshioka, 2007).

Largely, budgetary savings generated by hiring an adjunct faculty member are a boon to campuses (Gappa, Austin, & Trice, 2007; Schuster & Finkelstein, 2006) and districts (Coalition on the Academic Workforce, 2012; National Center for Education Statistics, 2001). Yet some researchers have found that these common claims may not be as sound as expected. Using data from the Delta Cost Project that tracks how higher education institutions spend funds, the American Institutes of Research found that community colleges reduce instructional costs but do not reinvest the savings in future tenure track faculty. The report's findings suggest that relying on adjunct faculty to incur savings may not bridge fiscal gaps in the way many administrations claim they do. While colleges with larger adjunct faculty proportions did have lower instructional costs, there was relatively little savings when compared to overall salary between adjunct and tenure track faculty (Hulburt & McGarrah, 2017).

Another budgetary reason for hiring adjunct faculty is to capture savings in the face of increasing student fees. Institutions may argue that low-cost employees help to keep higher education inexpensive (Nica, 2018). In California the average enrollment fee per unit in the CCCs increased from $205 in 2015-16 to $246 in 2017-18 (California Community College Chancellor's Office, 2016; California Community College Chancellor's Office 2018c). Yet at the same time student fees increase, per student funding allocated by the state has also continued its annual growth, from $4,775 in 2011-12 to $7,840 to 2017-18 (Cook, K., Murphy, P., Johnson, 2017).

Since the 1960s part of the growth in hiring adjunct faculty can be attributed to early actions from the state legislature. In 1967 Senate Bill 316 officially permitted California community colleges to use federal funds to augment the ranks of tenure-track faculty with adjunct faculty. Without a restriction on the number they could hire, community colleges hired adjunct faculty beyond the intended scope of mere augmentation.

Assembly Bill 1725, passed in 1989, sought to rectify this imbalance by establishing a 75:25 ratio where 75% of a CCC's classes had to be taught by tenured or tenure-track faculty. Advocates for the ratio cite how difficult it is for adjunct faculty to participate in college programs, even if invited by tenure track peers. The very nature of the profession impedes community while at the same time threatening their ability to make a living. Statutory limits enacted in 1981 attempted to set a limit that adjunct faculty teach no more than 30% of a district's workload were difficult for the Board of Governors to enforce. It was up to districts to determine whether or not they were in compliance. If they determined themselves not be in compliance, they were directed to submit plans to rectify the percentage to the Board of Governors. Again, lack of sanctions makes it difficult for the Board of Governors to enforce the statutory limits (Chancellor's Office of California Community Colleges, 1987).

These fought for, yet failed, allocations and statutes to avoid an overreliance on adjunct faculty, or to redirect resources toward parity, never quite seemed to manifest the intended outcome. The historical track record for adjunct-friendly legislation suggests that such support is difficult to enforce or institutionalize, albeit a symbolic symbolic step toward recognizing parity between tenure track and adjunct faculty.

Local Response to Adjunctification

The term adjunctification describes the erosion of the traditionally tenure track faculty who have the resources and opportunity to meaningfully engage in shared governance, curriculum, professional development, and instruction. The term first appeared in scattered literature related to America's job market. The Academic Senate for California Community Colleges (ASCCC) President used the term publicly in 2002 (Jenkins, 2014).

Adjunctification results in less time spent with students. This is due in large part to the fact that adjunct faculty are paid only for time spent in class. Preparatory time and office hours are typically not included in an adjunct faculty's assignment. Also, adjunct faculty frequently spend free time commuting between back-to-back assignments at multiple colleges. Also, they typically lack office space within which to hold conferences with students. As a result of these converging detriments, adjunct faculty do hold fewer contact hours with students than their tenure track peers (Baldwin & Mywrwinksi, 2011; Community College Student Engagement, 2014; Umbach, 2007). Umbach concludes that lack of time and resources naturally cause adjunct faculty to use less engaging and personalized teaching methodologies.

Advocate stakeholders such as the ASCCC, the Part-Time Faculty Association, the Center for Excellence, and Pullias Center for Higher Education have argued for pro-adjunct legislation and even a new faculty model. Common to both arguments is increased parity, opportunity, and respect.

These calls are in response to demonstrably limited opportunities for adjunct faculty to participate in and contribute to shared governance in particular. In the California community colleges, shared governance and faculty purview of academic and professional matters is

reflected in Title 5 legislation. It is also expected that full- and part-time faculty be engaged in the life of the institution (ACCJC, 2014). Participation in decision making is foundational to higher education's proceedings as well as the strength of the professoriate (Gappa, Austin, & Trice, 2007; Kezar, 2013a). It has been argued that it is ultimately the failure of individual institutions to implement policies and practices that accommodate their adjunct employees (Eagan, Jaeger & Grantham, 2015).

Scholars agree that supporting adjunct faculty does not have to involve a total system reform or millions of dollars. Institutions can implement easy and low cost practices like access to professional development, awards for excellent teaching, and even efficient office space (Eagan, Jaeger & Grantham, 2015). A number of scholars have suggested that adjunct faculty need simply to be invited to department meetings or hold department meetings in ways, and at times, that accommodate their participation (Danley-Scott, & Scott, 2014; Jolley, Cross, & Bryant, 2014; Pollack, 2015; Scott & Danley-Scott, 2015).

Recommendations for practice and guidance already exist for these practices. For instance, the statewide academic senate has reiterated the importance for institutions to develop professional development tailored especially for adjunct faculty (ASCCC, Spring 2016; ASCCC, Fall 2014a; ASCCC, Spring 2013; ASCCC, Fall 2010a; ASCCC, Fall 2010b; ASCCC, Spring 2006; ASCCC, Spring 2002; ASCCC, Spring 1999; ASCCC, Spring 1996; ASCCC, Fall 1992a; ASCCC, Fall 1992b; ASCCC, Fall 1988).

Eagan & Jaeger (2011) found that students who received the majority of institution from adjunct faculty at community college had lower graduation and retention rates. Rather than blame adjunct faculty as the sole source, however, scholars like Eagan et. al insist that

researchers strive to paint a holistic portrait of the working conditions that adjunct faculty are subjected to. Poor working conditions result in adjunct faculty who struggle to prepare for class or even assist students outside of class.

While these are likely more salient explanations to poor student success than the quality of adjunct faculty instruction, or the professors themselves, it is difficult to demonstrate exactly why students may suffer lower success rates because researchers lack an empirical evaluation of adjunct faculty. Because they lack security of employment, adjunct faculty tend to approach any effort to evaluate their effectiveness with respect to instruction with skepticism, as they fear that any negative findings may be communicated with department chairs or deans and jeopardize future assignments (Kezar, 2013; Apigo, 2015; Secolsky, Wentland, & Smith, 2016).

Researchers must also strive to better understand how institutional policies play a part in influencing student success via adjunct faculty. In 2013, Kezar and Sam categorized institutional policies after analyzing data from 267 public community colleges. Policies were defined as institutional structures that assisted in normalizing cultures. They can be favorable or unfavorable toward adjunct faculty. Favorable policies might include multi-year contracts that assure job security and facilitate promotions or salary advancement. Few institutions have policies that are blatantly unfavorable for adjunct faculty. Instead, they simply lack policies that demonstrate the institution's acknowledgement of the need to support adjunct faculty through an oftentimes demanding, resourceless profession.

Compared to institutional policies, Kezar and Sam (2013) defined institutional practices as the informal structures and behaviors that reflect an institution's collective mindset.

Practices identified as unfavorable to adjunct faculty might include a department chair's irregular or short-notice scheduling habits, an academic senate's failure to include an adjunct faculty representative, or a department's noncommittal stance toward inviting adjunct faculty to department meetings.

Researchers encourage institutions and faculty leaders to critically self-reflect on their current policies and practices to better understand how policy and practice can engender new cultural norms. The local response to adjunctification's negative effects on job satisfaction begins with changing practices and policies to better consider the challenges and opportunities associated with serving in an adjunct capacity. This type of transformation can have a positive influence on how adjunct faculty perceive their own value (Thirolf, 2013) and the value of their contributions to student success (Jaeger & Eagan, 2011).

Adjunct Faculty and Student Learning Outcomes Assessment

History and Definition of SLO Assessment

Accreditation agencies have described SLO assessment as a critical student success activity. The phenomenon of SLO assessment has evolved through decades of calls for accountability in higher education, critical and favorable educational philosophy, and research scrutinizing its value and utility.

Education scholars in the mid-1980s attempted to articulate nationwide definitions and philosophies of student learning. Then, assessment of student learning was largely considered part and parcel of teaching; it was not yet considered an activity separate from traditional instruction or grading practices. Policymakers increasingly saw assessment as a means by which they might gather evidence that higher education in fact effectively served students

(Hutchings, 2011). In the 1990s policymakers and educational reformers called on colleges to articulate the learning objectives that students should master upon course or program completion (Shireman, 2016). These steady calls for accountability resulted in accreditation agencies leveraging assessment standards to gather evidence of institutional effectiveness (Mehta, 2013; Spellings, 2006) beyond previously accepted measures of student success (Volkwein, 2004).

In 2002 the ACCJC introduced SLO assessment into its accreditation standards. These standards were applied to each of its member institutions, including the California's community colleges. As of 2018 the ACCJC includes 24 direct references to outcomes throughout its four accreditation standards. The growth of assessing student learning has precipitated upheavals in traditional faculty cultures. The standards bring with them increased workload, new bureaucracy, necessary faculty leadership, new paradigms of professional development, uncertainty surrounding faculty evaluations, and persistent philosophical debate (Kuh, Ikenberry, Jankowski, Cain, Ewell, Hutchings, & Kinzie, 2015).

Often considered the father of outcomes assessment, Ewell (2001, p. 5-6) defined SLOs as "particular levels of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences." Evidence collected and analyzed in outcomes assessment at the course level, program level, and institutional level typically involves qualitative, quantitative, formative, and summative data (Volkwein, 2004). Huba and Freed (2000) illustrate that the learning assessment "culminates when assessment results are used to improve subsequent learning." This is certainly true in today's assessment culture. With an emphasis placed on 'meaningful actions,' institutions have

woven assessment of SLOs n into institutional planning, resource allocation, and effort to close equity gaps in achievement for disproportionately impacted student groups. Ultimately, outcomes assessment should improve the educational quality of a college's courses, programs, and services (ACCJC, 2014) and improve student learning (Banta, Lund, Black, & Oblaner, 1996, Huba & Freed, 2000; Palomba & Banta, 2001; Volkwein, 2004).

Faculty across California's 114 community colleges engage in meaningful actions by navigating a handful of phases that constitute the assessment cycle. The assessment cycle traditionally involves designing an outcome, designing a method of assessment, collecting data, analyzing the data to produce results, and taking meaningful action to adjust pedagogical approaches and curriculum based on the findings from the assessment (Academic Senate for California Community Colleges, 2009; Apigo, 2015; Creason, 2015). Assessment programs vary across departments and colleges, both in their details and in their organization (REL West Analysis, 2010).

SLO Assessment Support Structures

Faculty, who are the surveyors and creators of the CCC system's curriculum, benefit from guidance that the statewide senate (ASCCC) publishes in periodical *Rostrums* and bi-annual resolutions. The ASCCC has provided foundational recommendations, such as encouraging the 114 colleges to ensure SLO assessment is connected to curriculum design (ASCCC Fall 2004b). This strategy honors the historical faculty purview over curriculum, in line with shared governance established in AB1725.

The ASCCC has also recommended that campuses appoint a faculty leader to the role of campuswide SLO Coordinator (ASCCC Spring 2006). Depending on the campus, faculty

serving as the SLO Coordinator for their campus are usually granted release time from teaching or a stipend; amounts vary across campuses and districts. Coordinators are typically tenure-track faculty.

SLO Coordinators' responsibilities include leading peers through assessment processes, chairing outcomes committees, and assisting in compiling accreditation-related evidence. These leaders are typically involved in mediating and balancing demands associated with navigating the (re-)accreditation process, following administrative regulations, and considering faculty concerns related to SLO assessment (ASCCC, N.D.). SLO Coordinators frequently work in concert with institutional research offices and Accreditation Liaison Officers. They can develop efficient and contextualized assessment programs, and they can leverage local expertise to design professional development. Ultimately, SLO Coordinators have the responsibility to represent the interests and development of both tenure-track and adjunct faculty.

Workload

One challenge SLO Coordinators consistently face is the increased workload that assessment levies on tenure track and adjunct faculty (Fulks, 2009; Nunely, Bers, & Manning, 2011). While the impact of workload on full-time tenure track faculty has been studied, the workload burden associated with SLO assessment among adjunct faculty has not been widely studied.

Tenure-track and adjunct faculty have limited engagement with SLO assessment. One theory for lack of engagement references the top-down nature with which SLOs were introduced (Hersh, 2005; Shireman, 2016). Other theories cite the inordinate, often uncompensated time required to conduct systematic, meaningful, and continuous assessment of

student learning (Scott, G & Danley-Scott, J, 2015). For faculty to devote more time and energy to the SLO assessment process, institutions may need to consider incentivizing faculty to invest their time in such activities.

Faculty must often weigh the cost of participating in SLO assessment; at the end of the day, "doing assessment means not doing something else that might bring greater satisfaction" (Kuh, Ikenberry, Jankowski, Cain, Ewell, Hutchings, & Kinzie, 2015).Tenure-track faculty have traditionally been the most vocal in resisting compounding workloads (Hersh, 2005), especially those related to assessment.

Somerville (2008) points out that increased SLO workload spreads faculty thin. It has increased the overall commitments of faculty nationwide. In a qualitative case study of a California community college department's approach to SLOs, the amount of time required and workload imposed were the largest obstacles to assessment (Creason, 2015). Due to these effects, faculty may not have the energy or compulsion to fully explore results (Cole & De Maio, 2009). For these reasons, effectively engaging adjunct faculty across the lifespan of the assessment cycle for course or program SLOs can be especially challenging.

The assessment cycle itself is a mechanism that demands time and energy on top of regular teaching expectations. First, any number of outcomes and corresponding methods of assessment need to be designed. Evidence of student learning can originate from a variety of sources, ranging from brief multiple choice quizzes to in-depth rubrics that evaluate portfolios or performances. Second, the assessment of course and program outcomes requires that faculty collect SLO assessment results, which are increasingly required to be disaggregated at the individual student level. This can be a manually intensive procedure carried out in addition to

regular grading. For instance, collecting SLO data may require faculty to extract answers from questions embedded on a final exam, to aggregate scores from multiple quizzes across multiple sections, or to use a rubric to assess essays, portfolios, or performances and skills such as dancing or welding. In each case, ID numbers must be collected and organized in order to meet any desire to disaggregate by student subpopulation.

Third, faculty must analyze the data they have collected. Faculty are expected to confer amongst each other at this stage, typically in assessment committees, department meetings, or professional development settings such as a community of practice or assessment workshop. If partnerships with an institutional research office allows for corresponding student ID numbers to be paired with SLO data, then the analysis can address any equity gaps found for subpopulations of traditionally underrepresented student groups.

Fourth and finally, faculty 'close the loop,' or take meaningful action to improve the outcome mastery. This needs to be informed by thorough analysis of the assessment data. Actions can take the form of curriculum modifications, refining or adding new teaching strategies, or requesting that resources be allocated to bolster instruction and services. In the action stage, the SLO has successfully been assessed and the cycle begins anew with a fresh round of assessment to determine the extent to which the actions improved learning outcomes mastery e (ASCCC, 2009, Fall). The cycle is repeated indefinitely.

As the stages of the cycle above have shown, the time and energy required to carry out a full cycle of assessment on a single outcome can be considerable (Rexeisen & Garrison, 2013). The comprehensive assessment of all course SLOs across a community college is substantial. At one large urban community college in southern California the number of course-level SLOs

neared 3,500, and the number of program-level SLOs neared 390 (Long Beach City College, 2018).

Increasing Engagement

Faculty engagement in meaningful SLO assessment has been ranked as a top challenge by institutional leaders at two and four-year institutions (Kuh, & Ikenberry, 2009). In 2011, Ewell, Paulson, and Kinzie demonstrated that 60% of institutional leaders in the U.S. indicated that all or most of their faculty were involved in program-level outcomes assessment. The extent of this involvement and faculty motivations were not discussed in the survey analysis. Frequently, the drivers that institutions rely on to promote faculty involvement result in 'cultures of compliance' rather than cultures of genuine inquiry.

At a time when the ACCJC was introducing assessment into its standards, Peterson, Augustine, and Vaughan (1999) examined the influences of external drivers like accreditation mandates. Their findings indicated that internal factors, specifically leadership and faculty support, were more important to assessment implementation than external pressures. Even though accreditation is driven by faculty input, self-study, and self-reflection, institutions' reliance on meeting ACCJC standards may be disproportionately emphasized toward simply meeting the standards.

A number of researchers demonstrate that faculty perceive the main purpose of assessment is to reach proficiency on accreditation standards (Apigo, 2015; Creason, 2015; Kuh, 2015; Powell, 2013). Frustrations arise as faculty attempt to assess SLOs, sometimes just in time for an accreditation visit or in response to a midterm report or declaration of enhanced

monitoring. Studies frequently cite assessment as 'just another box to check' and hint at the perpetual initiative fatigue that the indefinite cycle promulgates (Kuh, & Ikenberry, 2009).

At the same time as faculty desire control over contextualized assessment programs, they also look to the accrediting agency for how best to meet the standards. Yet while the ACCJC mandated outcomes assessment, "it did not prescribe the process for implementing it" (Apigo, 2015, p. 60). As a result, campus leaders may struggle to engage faculty in assessment programs that are comprehensive while also contextual. It is also a challenge to maintain consistent assessment programs in light of evolving accreditation standards. The ACCJC standards related to assessment have been revised in one way or another in 2006, 2014, and most recently in 2018. Senates, unions, and faculty at large are slow to adopt assessment practices; revisions to already demanding standards may contribute to the formulation of cultures of compliance, rather than cultures of genuine inquiry.

CCC leadership may need to take advantage of existing system-wide support to combat initiative fatigue and compliance mentalities. Accreditation agencies can provide training assistance, such as WASC's Assessment Leadership Academy, in order to assist institutions form cultures of inquiry. Allen, Driscoll, and Booth (2013) even found that participants reported to be more engaged with assessment after attending the Assessment Leadership Academy. The biennial Partners in Excellence conference is hosted by the ACCJC and in recent years has benefited from a partnership with the statewide senate's accreditation committee.

In addition to offering resolutions and recommendations, the statewide senate also offers technical assistance to campuses struggling with issues related to shared governance or

accreditation. The statewide senate itself holds an annual Accreditation Institute which focuses on tackling issues like SLO assessment from a collaborative and faculty-driven perspective. In recent years the ASCCC has increased its support of the annual SLO Symposium where faculty Coordinators and administrators convene to offer insights that help transform cultures toward inquiry.

Despite these efforts, the varied programs of assessment across colleges may hinder the effectiveness with which adjunct faculty can participate. Lack of a statewide assessment structure may contribute to the difficulty that adjunct faculty have in learning, navigating, and contributing in multiple unique programs (Provezis, 2010). The CCCs may need to develop a program for assessing student learning that reaches beyond a single college or district and supports both faculty and students in a "systematic, sustainable method"(Gallagher, 2008. p.7). Clear and consistent signals, common terminology, transferable concepts, and shared expectations may help lay a foundation that engages the majority faculty in meaningful inquiry, a massive culture of inquiry.

Systematic Engagement

What would a systematic and sustainable method of engagement in outcomes assessment look like for adjunct faculty? Nunley, Bers, and Manning (2011) suggest that the conditions of adjunct employment are too extreme for any single institution to offer sustained support. For instance, stipends for conducting SLO assessment may not have the intended motivational impact. Stipend work tends to underestimate and undercompensate the amount of work that adjunct faculty conduct to keep up with SLO assessment. Research indicates adjunct faculty will forego compensation when they perceive their contributions to the institution and

department are respected by chairs and peer faculty. Oftentimes, recognition or acknowledgement of their work helps to build intrinsic motivations rooted in service of others.

In fact, research indicates that positive recognition may be one of the strongest influences on how adjunct faculty rate their job satisfaction. Danley-Scott and Tompsett-Makin (2013) experimented with several types of assessment at two-year colleges to determine which factors would most likely predict adjunct faculty participation in assessment, forgoing compensation. Factors that were tested included security of re-employment, level of education, desire to earn a tenure track position, and amount of time spent at the institutions. After asking, "Assuming you will not be compensated for assessing… if you were required to do so… how much time would you spend [assessing]?" (p. 43), the researchers employed a probit regression and ascertained that two factors most likely to cause adjunct faculty to assess without compensation were 1) if that faculty felt their department appreciated them and 2) if they had been teaching for less than three years.

In her study of job satisfaction, Renner (2017) sought to identify predictive factors of job satisfaction for adjunct faculty in Missouri community colleges. Using the validated Part-Time Faculty Job Satisfaction questionnaire, Renner measured motivation and hygiene. A regression model illuminated recognition as one of several factors that significantly predicted job satisfaction. The mean score for recognition indicated that adjunct faculty in Missouri were "somewhat dissatisfied" with the way in which their institutions recognized their contributions (p. 79).

Requiring adjunct faculty to participate in SLO assessment is one way to engage their efforts. Typically, roles and responsibilities are articulated through a college or district's

bargaining unit contract. CCC's approach to whether or not SLOs are called out in faculty contracts will vary by district and bargaining unit. At one southern California community college the tenure-track faculty contract contained no mention of SLO assessment, while there was detailed expectations for adjunct faculty to participate in SLOs in the part-time contract (Long Beach Community College District, 2018a; Long Beach Community College District, 2018b).

In their paper on learning outcomes assessment in community colleges Nunley, Bers, and Manning (2011) muse that the fusion of SLOs with faculty contracts may not necessarily be a total blow to the faculty purview of SLOs and evaluation procedures. They suggest that bargaining units and administration might re-examine deliberations as opportunities to create clear and consistent signals regarding assessment expectations for adjunct faculty. Ultimately, including expectations for participation in SLO assessment in contracts would mirror ACCJC's focus on collaboration embedded in accreditation standards. Contracts provide a useful tool to emphasize the importance of enhancing student learning in a collaborative and continuous manner. At a number of two-year institutions throughout the state, faculty contracts directly reference SLO assessment as a component of faculty workloads and evaluation.

The differences in contract languages illustrate discrepancies in policy for tenure track versus adjunct faculty. Such discrepancies are endemic to the CCC system and may be a factor in the perception that adjunct faculty are treated as second class faculty. Policy discrepancies that are codified in variations between contractual roles and responsibilities highlight how detrimental or exploitative adjunct faculty cultures can take root. Because of these

discrepancies, adjunct faculty perceive a lack of professional autonomy or trust in their abilities, expertise, or contributions.

The Role of Departmental Culture in Faculty's Engagement in SLO Assessment

Types of Departmental Cultures

Given the ways in which collegial respect, variations in workload, and differences in how policies and practices affect adjunct faculty in distinct ways from their tenure-track colleagues, it is useful to consider how organizational culture within departments and within institutions may shed light on the enthusiasm adjunct faculty participate in the SLO assessment process. The phenomenon of organizational culture is often quite difficult to define and can be context-specific. It is nuanced and transcends concrete structure and policy. Culture can be perceived through manifestations of power, politics, distribution of resources, as well as the unspoken language of symbols (Bolman & Deal, 2013).

Schein's formal 1985 definition of culture described culture as being expressed or "reflected" through behaviors and norms, but it is not the behaviors or norms themselves. Culture, Schein argues, cannot be defined as behaviors, values, feelings, or climate. The essence of culture exists at the level of basic assumptions and beliefs shared between members of an organization. Culture then manifests through functions, such as behaviors and feelings. Schein notes that culture can be self-embedded and multifaceted. Oftentimes multiple types of culture will be present in a single organization, for instance at both the individual and departmental levels.

Departmental culture, as opposed to broader institutional culture, is often where adjunct faculty mostly experience others' behaviors that can influence their perception of the broader

workplace climate. Departmental units represent the spaces where adjuncts' own behaviors serve as reflections of a deeper, unspoken assumption regarding their position in the organization. Departments have been found to be a key starting point for enacting positive change for adjunct faculty (Kezar, 2013a), as adjunct faculty tend to interact with department chairs and other faculty more than deans or vice presidents. Chairs occupy a position with access to resources and institutional knowledge. They conduct scheduling and administer evaluations. Because of their position, chairs are found to shape the culture of a department as they "create, enact, and alter policies" (Gappa, Austin, & Trice, 2007; Kezar, 2013b) as well as interact with adjunct faculty through practices and behaviors.

Accordingly, tenure track faculty have been found to take their behavioral cues from the tone that a department chair sets. For better or worse, the way a chair interacts with adjunct faculty tends to be mirrored by the department's tenure-track faculty (Diegel, 2013; Kezar, 2013b). Through the enactment of formal structures and informal behaviors, a departmental culture either fosters or undermines the extent to which an adjunct faculty member feels a sense of belonging. A chair's enactment also either supports or destroys the motivations that drive adjunct faculty to go above and beyond their prescribed contractual responsibilities to conduct SLO assessment. Improvements to culture may need to start with the department chair (Eagan, Jaeger, & Grantham, 2015; Kezar, 2013b).

In 2007 Gappa et al. suggested a framework to understand faculty performance. Elements of this framework include considerations of academic freedom, autonomy, professional growth, collegiality, and employment equity. Central to this new framework of

essential elements was *respect* for faculty. Treating faculty with respect was theorized to be foundational for increasing not only faculty satisfaction but also student outcomes.

Diegel's (2013) phenomenological study emphasized the importance of respect within departmental cultures, again, naming department chairs as having a potentially positive impact on culture through mentorship and communication. These behaviors were integral to retaining adjunct faculty by way of positively informing how they saw themselves in relationship to their full-time peers and the institution as a whole. By creating respectful cultures, department chairs were able to enhance the ways in which adjunct faculty perceived themselves as citizens of the organization and able to contribute as such.

Negative cultures can undermine the connections adjunct faculty feel to their departments and colleagues. In her 2013 qualitative study, Thirolf explores how adjunct faculty's self-perceptions change over time. Adjunct faculty became "wrought by feelings of frustration and isolation over time" (p. 182) where disrespect prevented meaningful relationships with department chairs and tenured faculty. Many adjunct faculty continue to work in destructive cultures and do not believe themselves to be worthy of better working conditions (Cross & Goldenberg, 2009). As a result both they and their students suffer from negative outcomes.

Kezar (2013b) defined four types of cultures through an ethnographic study of 25 departments at three four-year institutions. A spectrum of departmental culture included the 'destructive,' invisible,' 'inclusive,' and 'learning' cultures. Adjunct faculty within destructive and invisible cultures tend to perceive a lack of respect from their peers. They often "lack needed professional development; lack information and knowledge to be successful."

On the other hand, adjunct faculty employed in an inclusive culture may "have teaching oriented professional development; sometimes key info about advising to support students" (Kezar, 2013b pg. 13). In a holistic learning culture, adjunct faculty may "have both teaching expertise and connection to professional association, so keep up with advances in field and key advising info to support students" (Kezar, 2013b pg. 13).

Kezar (2013b) did not find any pattern regarding departmental cultures with respect to academic discipline; however, the most prevalent culture in Kezar's study was the invisible culture. This finding connects with a persistent theme in studies about the experiences of adjunct faculty: they typically cannot participate in college governance and are not invited or made aware of department meetings (Baldwin & Chronister, 2001). A great deal of intellectual expertise is ignored in a department characterized by the invisible culture. Here a department chair typically does not actively treat adjunct faculty either positively or negatively. Instead, they tend not to think of adjunct faculty's needs.

Kezar (2013b) found that adjunct faculty working in an invisible paradigm tended to stay silent for fear of jeopardizing job security by annoying department chairs. Adjunct faculty cannot seek refuge in autonomy the way their tenured peers can. They are less able to shield themselves from the effects of negative cultures, so they may tend to isolate themselves and stay silent. Researchers note that hierarchies between adjunct and tenure-track faculty may be the source for exclusion and the detrimental ramifications that follow (Gappa & Leslie, 1993; Baldwin & Chronister, 2001).

Theoretical Framework

Culture

I adopt Schein's (1985) formal definition of culture. Culture is expressed or 'reflected' through behaviors and norms, but it is not the behaviors or norms themselves. It permeates the experiences of individuals in complex environments because culture exists at the basic, sometimes almost unconscious, level.

Culture can manifest through behaviors or mental and emotional states of being, made evident in one's feelings. The study of such behaviors and states of being leads to the demystification of a culture. Better understanding of an organization's culture can lead researchers to discern areas for improvement, best practices, and how culture manifests on both the individual and organizational level (Schein, 1985).

Kezar, in striving to create a common understanding of culture as it relates to SLO assessment, advocated for the inclusion of adjunct faculty perceptions as a factor in determining culture within departments or institutions (2013a, 2013b, 2014). Understanding departmental culture from adjunct faculty perspectives can help institutions recognize and transform destructive behaviors and symbols. "Basic changes," Kezar emphasizes, can "substantially improve the climate" for adjunct faculty (2014, p,17). Eagan et al. (2015) recommend a similar approach for leaders aiming to transform cultural norms for adjunct faculty within departments or institutions: begin with the low-cost initiatives that satisfy lower-level needs. Such approaches should make way for a transformational culture rooted in practical actions that include adjuncts and symbolic actions that broadcast respect.

Culture is the "background conversation" that faculty often cannot recall consciously hearing, but that sinks in at a subconscious level (Doshi & McGregor, 2015). The investigation aims to amplify and better understand the language of this background conversation, as perceived by adjunct faculty. How these behaviors influence motivations to participate in assessment will be important to uncover through this investigation.

Self-Determination Theory

An integration of the precepts of Self-Determination Theory (SDT) will guide this study. SDT is a broad framework that empowers researchers to study human motivation, behaviors, and personality. This theory informs a framework by which organizational leaders can enhance institutional effectiveness, as this effectiveness relates to an employee base.

Motivation psychologists Edward Deci and Richard Ryan have not only pioneered the study of what motivates employees but have also developed, tested, and refined SDT. A 1999 meta-analysis of 128 studies helped articulate two main types of motivations: those that are autonomous and those that are controlled. Autonomous motivations are those that empower employees with a full sense of enjoyment and value. This motivator was visible when subjects persisted with a task beyond earning compensation. They continued the work for its own sake, or their own enjoyment.

On the other hand, controlled motivations describe factors that elicit behaviors that satisfy an obligation, reward, or cause to basically meet an external demand. Deci and Ryan concluded that subjects who were rewarded for their performance tended not to persist in the task after receiving their reward or compensation. Receiving compensation apparently 'cancelled out' the autonomous motivations that drove persistence.

Ryan and Deci's (2000) Self-Determination Continuum describes three classifications of motivation: Intrinsic, Extrinsic, and Amotivation. Within these high-level classifications are "regulatory styles" that determine a motivation's placement on the continuum. Motivations engender behaviors that resemble free-choice play (Intrinsic Motivation--Intrinsic Regulation) and free-choice inactivity (Amotivation--Non-regulation).

In order to more succinctly communicate the Continuum to CEOs of high performing companies, Doshi and McGregor (2015) adapted Deci and Ryan's vocabulary. In their work, *Primed to Perform*, the terms 'play,' 'purpose,' and 'potential' describe the Ryan and Deci's intrinsic motivations. The phrases 'economic and emotional pressure' and 'inertia' described the Extrinsic and Amotivations (p. 288). For the purpose of this study, I adopt this streamlined vocabulary to more adroitly communicate complex motivations.

Organ (1988), in his Organizational Citizenship theory, codified five different types of 'play' behaviors: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. When employees exhibit these Organizational Citizenship Behaviors (OCBs) they are typically not accompanied by compensation according to any "formal reward system" (Organ, 1988, p.4). Yet they are essential behaviors that Organ argues directly contribute to the institution's effectiveness.

In Organ's words, OCBs are prosocial behaviors, meaning they are voluntarily executed in order to benefit other individuals. In the world of higher education, adjunct faculty are a suitable population within which to study types of motivations, as they have been shown to volunteer unpaid hours to assist students and participate in department activities.

Deci and Ryan's Self-Determination Theory, streamlined through Doshi and McGregor's (2015) science of motivation, can provide broad frameworks with which to better understand why adjunct faculty report engaging in SLO assessment. Whether or not participants report their impetus as being autonomous or controlled will provide insight into how departmental cultures are structured and maintained and how they might be modified for greater results and inclusivity.

Summary

California community colleges increase adjunct faculty hiring at the same time they do not implement systemic support structures for those faculty. Accreditation standards require more work from all faculty to assess outcomes; institutions tend to rely on controlled, external motivations to engender adjunct faculty participation. Better understanding of how adjunct faculty perceive department cultures can empower leaders to develop systematic and meaningful interventions that will likely rely on autonomous, intrinsic motivations. The methodology that will guide this study's theoretical approach is described in the next chapter.

CHAPTER THREE: METHODOLOGY

Introduction

Lack of support and perceived lack of respect for adjunct faculty has been well documented. Scholars suggest that low-cost interventions can positively transform cultures in departments, which have been cited as key starting points for interventions that promote a sense of belonging and autonomous motivation. However, there is little research that describes how California's community college (CCC) adjunct faculty perceive department cultures or how those cultures influence their motivation to engage in Student Learning Outcomes (SLO) assessment.

Research Design and Rationale

This study was conducted according to an explanatory sequential mixed methods design. It was built on a self-assessment tool that provides a snapshot of how adjunct faculty may perceive their departmental culture. This study also sought to better understand how departmental culture may influence adjunct faculty motivations to participate in SLO assessment.

Quantitative data gathered via an Internet survey version of the self-assessment tool provided a portrait of departmental cultures as perceived by adjunct faculty. Qualitative data gathered through semi-structured interviews sought to better understand adjunct faculty's subjective experiences of cultural factors and SLO assessment. Document review offered a picture of the policies that institutions adhere to, specifically in regards to how adjunct faculty are directed to assess outcomes. The analysis of the quantitative and qualitative data was

conducted in a horizontal fashion and coded against Kezar's (2013b) spectrum of departmental cultures and Doshi and McGreggor's streamlined interpretation of Self-Determination Theory.

Research Questions

This study will be guided by the following research questions:

1. How do California's community college adjunct faculty perceive their department's culture?
2. How does departmental culture influence the ways adjunct faculty are motivated to participate in Student Learning Outcomes assessment?

Strategies of Inquiry

Population and Site Selection

The population of interest is a subpopulation of the CCC faculty body: adjunct faculty on both part-time and full-time assignments. These faculty are specifically not on a path to earn tenure; they also provide the majority of instruction across the nation's largest higher education system, and they represent roughly two-thirds of all faculty employed at CCCs (42,110 adjunct faculty to 19,211 tenure track faculty) (California Community College Chancellor's Office Datamart, 2018).

I surveyed adjunct faculty at two community college campuses in southern California's Area D as defined by the Academic Senate for California Community Colleges. I believe it is important to study colleges where adjunct faculty comprise a super majority of the faculty population. Initially my criteria cut-off had been to study institutions with an adjunct faculty population of 70% or more. However, it proved difficult to establish communication with union, senate, or research office leadership who would be able to afford me permission to study

their institution. Failure to communicate occurred at three potential sites. In the interest of completing the study on time it was necessary to widen the pool of potential sites by lowering the adjunct faculty population criteria to 60%. After modifying this criteria I was able to connect with leadership in the institutional research offices of two colleges, Elmdale and Shoreline colleges. I was granted access to begin the study after completing each site's IRB.

At Elmdale College the adjunct comprise 62.57% of the faculty body. And adjunct faculty comprise 63.77% of Shoreline College's faculty population. This equates to roughly 600 adjunct faculty employed at each site.

In 2017-2018 Elmdale College, one of multiple community colleges in its district, serves more than 30,000 students. Shoreline, also one of multiple colleges in its district, serves a student population of more than 60,000 students. Both institutions are designated as Hispanic-Serving Institutions (HSI), as the majority of students at each site identify as Hispanic (67% at Shoreline and 55% at Elmdale). Both sites were in the mid-stages of accreditation cycles with the Accrediting Commission for Community and Junior Colleges (ACCJC) during the period of data collection.

Data Collection

There were three primary methods of data collection employed in this study: survey, interviews, and document review. Figure 1 illustrates how each research question was answered by these collection methods.

Figure 3.1. Research Questions' Corresponding Data Collection Methods

Research Questions	Data Collection Methods
1. How do California's community college adjunct faculty perceive their department's culture?	1. Survey / Interviews
2. How does departmental culture influence the ways adjunct faculty are motivated to participate in SLO assessment?	2. Interviews / Document Review

Survey

The survey is an Internet version of a self-assessment tool entitled "Departmental Cultures and Non-tenure track Faculty: A Self-Assessment Tool for Departments." The tool was designed by the The Delphi Project on the Changing Faculty and Student Success (2015) and the University of Southern California Earl and Pauline Pullias Center for Higher Education. With permission from Dr. Adrianna Kezar, and as intended for use, the instrument will be administered to adjunct faculty only.

The self-assessment tool is based on the results of a case study of 25 departments where four types of departmental cultures emerged: the destructive, invisible, inclusive, and learning. Kezar (2013a) describes each culture along the spectrum as having varying degrees of support for adjunct faculty. The survey offers items that the respondent can select to best describe their experiences. Its primary variables include demographic characteristics, type of adjunct faculty assignment, and length of employment.

Roughly 1,200 adjunct faculty from all disciplines at both sites combined received an invitation to complete the online survey. While I expected to garner 200 responses, 80 adjunct faculty responded to the survey and eight did not fully complete the survey; I used a cut-off point to exclude responses that had more than 5 questions unanswered. This resulted in a data set containing 72 responses that were analyzed.

Strategies that I employed to increase the response rate were varied and influenced by the sites. For instance, at Shoreline College institutional research staff administered the survey my behalf. It was not possible to communicate with adjunct faculty via email on an individual basis as the staff did not allow for the release of their contact information. It was permissible to reach out to union and senate leadership and to ask these individuals to send out the survey on my behalf. While I did not receive a response from the union leadership, positive contact with the senate president resulted in my survey being forwarded to adjunct faculty. Personal communications with acquaintances at Shoreline College allowed me to ask them to forward the survey in a 'snowball' fashion to more Shoreline adjunct faculty.

At Elmdale College, institutional research office staff did not administer the survey on my behalf. They did suggest that I work with union and senate leadership to administer the survey, or that I reach out to adjunct faculty on an individual basis. Positive contact with the senate president, but not union leadership, allowed for the survey to be distributed to all Elmdale adjunct faculty, this time twice within the study's timeframe. I also utilized public, online contact information to reach out individually to adjunct faculty per the advice of the research office. I was able to visit Elmdale College in person in an attempt to connect with adjunct faculty in their departmental settings. This involved visiting a science department and

adjunct faculty offices, yet it yielded no increase in adjunct faculty's participation in the survey due to the fact that I was unable to interpersonally connect with an adjunct faculty in the two hour timeframe.

Surveying adjunct faculty from as many disciplines as possible was intended to help me address gaps in the literature, namely that there is little understanding of how adjunct faculty in the CCC system perceive their departmental cultures. However, results and analysis by department are not presented in this study in order to protect the respondent's identities. In many cases a department was represented only once within the survey results. Multiple respondents from a single department only occurred twice for departments in the disciplines of humanities (four respondents) and social sciences (three respondents). I do not believe there are large enough numbers to represent a department's culture as perceived by adjunct faculty.

Additionally, eight of the 72 survey respondents did not answer which department they were employed within. Based on a survey of the literature, I attribute this to a fear of being identified and potentially retaliated against for sharing experiences or perceptions that may portray an unflattering view of their department or leadership; this is an idea that emerged from the interview data and the fear of receiving negative evaluations from fellow peers, SLO Coordinators, and other evaluators has been identified by Secolsky, Wentland, and Smith (2016).

Semi-structured Interviews

Interviews are considered a suitable data collection method when researchers attempt to better understand organizational culture. They allow for rich descriptions of participants' subjective experiences and the external phenomena that influence their development (Kezar,

2013a; Maxwell, 2013; Yin, 2009). The interviews consisted of predetermined, open-ended questions built on information gleaned from the literature and document reviews. Their design will aim to solicit rich data for analysis (Yin, 2009; Creswell, 2014) related to how adjunct faculty are supported to participate in SLO assessment. This includes involvement in curriculum design, learning goals, professional development, communication, and collaboration.

I interviewed a total of 15 adjunct faculty out of 33 who self-identified as willing to participate in an interview after completing the online survey. Seven respondents were from Elmdale college and eight respondents were from Shoreline college. Respondents were employed in various departments in disciplines including the arts and humanities, social sciences, life sciences, physical sciences, business and economics, mathematics, engineering, and career technical education fields. Departments from which more than one respondent was interviewed included the humanities (four respondents) and social sciences (three respondents). Of the respondents who participated in the interviews, one did not report the department within which they were employed.

The interviews lasted roughly 30 minutes and were audiotaped and transcribed. They were all held over the phone. Before administering the surveys, I piloted the interview protocol with adjunct faculty at my own community college. I made slight modifications to the ordering of questions and streamlined the wording where questions felt too lengthy. I also added a question to the end of the protocol that asked adjunct faculty to imagine themselves in the role of department chair and to outline a brief plan to increase adjunct faculty participation in SLO assessment. I believe the addition of this hypothetical question was beneficial in that it

provided respondents the opportunity to share their interpretations of potential inclusive plans and practices.

To incentivize participation in both the survey and interviews I clearly stated the goals of the study, the audience for which it was intended, and total anonymity. Participants were notified that they were eligible to win one of three $50 gift cards for their completion of the survey and one $100 gift card for their participation in the interview. A random number generator would be used to select the winners. In regards to the influence that the gift cards had on increasing participation, only two interviewees asked for more clarification on how the gift card winners would be selected. This indicates that an interest in the gift cards may not have been as large of an incentive as originally thought.

Document Review

The document review included an analysis of literature related to how adjunct faculty were expected to participate in SLO assessment according to faculty contracts. I also reviewed the training materials generated by faculty professional development and SLO committees in order to understand policies that supported training for adjunct faculty. Adjunct faculty handbooks and orientation materials, if available, provided insight into expectations and methods of communicating these with adjunct faculty. Finally, I reviewed accreditation reports, like the Institutional Self-Evaluation Report (ISER). I searched the ISER for evidence of how the institution includes and support adjunct faculty involvement in SLO assessment.

This multi-pronged review assisted in building a holistic view of how the two southern California campuses expect, compensate, and support adjunct faculty to participate in SLO assessment. These documents were all public and available on the colleges' websites. The

review was guided by the framework of departmental cultures (Kezar, 2013b) and Doshi and McGregor's streamlined interpretation of Self-Determination Theory in order to identify factors, like compensation or contractual requirements, that might influence adjunct faculty's motivations to participate.

Data Analysis Methods

Analysis of Survey Responses

Kezar's (2013b) four types of departmental cultures were used to analyze the survey results. Kezar designed the survey so that responses to each item correspond with validated scales representing the four different departmental cultures. The scales can be derived as simple summations of the items based on which response options participants chose. For instance, respondents who select mostly 'A' options throughout the survey likely experience predominantly destructive departmental cultures. The prevalence of choosing response option 'B' throughout the survey would correspond to an invisible departmental culture wherein adjunct faculty are treated as no more or no less than hourly employees with little to contribute. A majority of 'C' selections indicates inclusive departmental cultures and a majority of 'D' selection indicates adjunct faculty experience a department with a learning culture. Should responses to the survey be disbursed in an even fashion so that the experiences are not characteristic of any one departmental culture I will include the occurrence in final presentations as indicative of a hybrid culture, for instance Invisible/Inclusive, in order to preserve the dual nature of the characteristics that adjunct faculty may experience in their departments.

Cross Tabulations and analyses of variance further illustrate the extent to which faculty's perceptions of their departmental culture differed by demographic characteristics or voluntary/involuntary status. Relevant findings may emerge based on the frequencies with which individuals selected a particular answer per question.

Thematic Analysis of Interviews and Documents

Analysis of interview data illuminated the perceptions and experiences of adjunct faculty in a way that quantitative survey instruments could not. I analyzed data in a horizontal fashion where equal importance is assigned to all data (Merriam & Tisdell, 2015) in an effort to discover themes shared between interviewees. I was able to move from abstract concepts and codes toward a concrete, substantive themes by utilizing a constant comparative analysis methodology (Corbin & Strauss, 2015). Data was coded on a line by line basis, elevated into categories, and continually compared to newly collected data (Merriam, 2009; Corbin & Strauss, 2015). I strove to remain flexible and responsive to the data and more closely place myself in the experience of the participants.

Basic coding strategies to identify themes/subcategories will include shared experiences, the number of times different respondents mention a theme of similar nature, the length of time they spent discussing this concept, and the significance they attributed to the concept (Kezar & Sam, 2013).

In order to analyze interview data, I first read through interview transcripts in their entirety without coding. This was conducted to open myself to a more subjective understanding of the adjunct faculty's experiences and to immerse myself in the respondent's data. When I began coding I utilized Google Docs and Google Sheets to highlight and count discrete portions

of text according to colors corresponding to attributes of the code frames. I attempted to identify the essence of a comment or anecdote, aiming to isolate the smallest unit of text possible without losing sight of what the passage was communicating. Focused coding allowed me to elevate the line-by-line concepts into a category. Thus, categories, which contain the elevated repeated concepts, described participants' shared and notable experiences. Over the course of the analysis it became apparent that the majority of categories could fall into the four departmental cultures developed by Kezar (2013b).

I also coded each interview with an eye towards how adjunct faculty described their motivations for conducting SLO assessment. I coded data according to their alignment with Doshi and McGregor's (2015) streamlined interpretation of Self-Determination Theory. Data of this nature included descriptions of prosocial behaviors and references to external motivations. Coding in this way helped to reveal that adjunct faculty respondents were largely not driven by external factors to conduct SLO assessment, such as accreditation or compensation. Instead, enhancing student success was a clear motivation for participating in SLO assessment.

Certain themes emerged with a repetition that suggested they should be identified in their own categories. This included the role of the department chair in the formation of a culture, the importance of communication, collaboration, and curriculum, and departmental politics.

Finally, document analysis aimed to understand various conditions of each site, including but not limited to the percentage of faculty by assignment status, union presence for adjunct faculty, whether or not policies were clearly aimed at supporting adjunct faculty to

navigate SLO assessment, the number and quality or resources available to adjunct faculty, and any leadership or governance influence or opportunities afforded to adjunct faculty.

Limitations

There was a low response rate to the online survey. Initially I expected an 9-10% response rate, about 200 responses from the 1,200 solicitations. However, I ended up with a 6-7% response rate; only 80 adjunct faculty responded to the online survey. This was despite emailing senate and union leadership, emailing individual adjunct faculty, and visiting Elmdale College to connect with potential participants in lounges, offices, and in between classes. I believe that the difficulty in generating more than 80 survey responses is indicative of the nature of the adjunct profession. Adjunct faculty members are commuting, torn between multiple sites, and may have entirely different day jobs.

Adjunct faculty tend to teach at multiple campuses with multiple institutional email accounts. Checking email in a timely or comprehensive manner may prove difficult. I attempted to accommodate the decentralized nature of the adjunct experience with an online survey. One limitation to the survey sample is that it is necessarily created by individuals who self select to participate. Adjunct faculty may self-select for a number of reasons including their interest in the topic, their awareness of SLOs, and their ability to take time to respond to questions. Reasons for not participating may include a lack of time to respond, a lack of knowledge of SLOs, or a fear of possible putative repercussions for sharing candid descriptions of unflattering departmental cultures.

Scholars have documented that adjunct faculty are concerned about being honest with department chairs and other tenure track faculty for fear of negative evaluations (Secolsky,

Wentland, & Smith, 2016) or not being rehired or scheduled courses to teach (Apigo, 2015; Kezar, 2013). In order to proactively mitigate such fears, I assured anonymity in both writing and orally, and avoided linking any identifying characteristics to findings or data. However, I believe this fear is responsible for several non-responses on the survey, particularly when respondents did not answer which of the two colleges they belong to (fifteen respondents) or which department they were employed within (eight respondents).

For the purposes of this study I modified the Section 1: Demographics portion of Kezar's "Departmental Cultures and Non-Tenure-Track Faculty Self-Assessment Tool." Modifications included rewording the phrasing of titles related to assignments. 'Full-time non-tenure-track faculty member' and 'part-time non-tenure-track faculty member' were replaced with 'involuntary part-time faculty (i.e. I teach part-time but would prefer a full-time faculty appointment)' and 'voluntary part-time faculty (i.e. I choose or prefer to work part-time)'. This modification sought to better illustrate the assignment types to respondents. It also sought to categorize adjunct faculty using phraseology explored by previous research (Eagan, Jaeger, & Grantham, 2015; Maynard & Joseph, 2008). Despite attempting to make this question more accessible, a total of three respondents did not indicate their assignment status.

In Section 2, questions related to teaching online were excluded from the final survey instrument, as online instruction was not a focus in this study's research questions and would shorten the length of the instrument. The range of years with which adjunct faculty were employed at the institution were rearticulated from '2 years or less, 3-5 years, 6-10 years, more than 10 years' to '3 years or less 4-6 years, 7-10 years, more than 10 years'. Questions were

added that allowed participants to indicate which department they were employed within as well as the number of years that they had spent in that department.

Also in Section 2, question 13 from the original Self-Assessment Tool was inadvertently excluded during the transcription into the Qualtrics survey platform. For this reason I was unable to analyze how survey participants identified their departmental cultures 'in terms of mentoring'. However, an analysis of data regarding mentoring is included by way of interview responses to the question 'How often do you engage with other faculty to analyze and take action on SLOs?' The finding that there is a lack of, and need for, sustained mentorship is represented in Chapter 4.

Ethical Issues

There are several ethical considerations that I attended to throughout the study. As noted, previous research points out that adjunct faculty can be concerned about how insights regarding their assessment practices may be used against them in evaluations and in hiring considerations (Apigo, 2015; Kezar, 2013; Secolsky, Wentland, & Smith, 2016). To protect participants' identities, all uniquely-identifiable survey responses were kept confidential and pseudonyms/numbers were employed to protect identities when using direct quotations.

To reduce anxiety, participants were assured of their ability to excuse themselves from the study at any time. I clearly articulated how results would be used, who would have access to the findings, how findings would be aggregated and communicated, and whether or not participants would be informed of the study's progress. Transcripts, audio files, and documents were maintained in a secured, redundant online storage system.

To more confidently and objectively interpret collected data, I bracketed, or set aside, prejudices and assumptions. Researcher-bias and positionality can be mitigated through critical self-reflection where assumptions and worldviews are addressed and their potential impact on the investigation and findings mitigated (Merriam & Tisdell, 2015).

Researcher positionality frequently has to do with recognizing one's status. In this case, my position as a tenure-track faculty member and SLO Coordinator has equipped me with a doubly advantaged perspective on effective and meaningful participation SLO assessment. As a tenure-track faculty member I have a consistent view of the institution engendered by attending meetings regularly and participating in shared governance. Meetings are scheduled around both my, and my tenure-track peers', convenience. And I have rarely felt as though I could not share my opinion or contribute to the procedures of the department.

As a SLO Coordinator for a southern California community college, I have formed my own opinions of how to address the culture surrounding adjunct faculty; thus I have beliefs regarding both cultures of compliance and inquiry. By addressing and mitigating positionality and bias I reduced the impact my beliefs might have held on the emergence of findings. This involved setting aside my preconceived notions of effective participation in SLO assessment. Throughout the interviews I strived to be open minded, receptive, and an active listener. I believe that embracing, and then bracketing, my positionality allowed for participants' subjective experiences to unfold relatively uninhibited, thus benefiting the collection and coding of the study's data.

Reliability and Validity

I adhered to strategies to increase the study's rigor and internal validity Data was collected from multiple sources to ensure perceptions and findings are supportive of one another and reveal inconsistencies that may require more attention. The mixed methods approach helped to ensure this varied and quality data collection. In dealing with the data, I strived to reach a point of saturation, where possible, so that no new information on the subject was acquired. As for the survey results, I received 80 responses. I was also able to meet my expected number of interviews and felt confident that the anecdotes illustrate shared experiences between adjunct faculty at Elmdale and Shoreline colleges. The diversity of departments from which interviewees responded adds to my confidence.

Merriam and Tisdell (2015) suggest that achieving saturation may also involve ascertaining the extent to which "discrepant or negative" data are collected and analyzed (p. 259). To that end, I strove to uncover new or discrepant findings. In this regard, I succeeded. I discovered through the survey data that the most prevalent departmental cultures were the Inclusive and Learning cultures, rather than those departments that tend to be negative in nature (Gappa et al., 2007; Baldwin & Chronister, 2001).

I also discovered through the interview data that the extrinsic motivations are not primary drivers for adjunct faculty's participation in SLO assessment. These findings represent the transformational process that scholars have advocated, namely that colleges should strive to move away from the accountability paradigm with its focus on external mandates toward an improvement paradigm that engages faculty with inquiry and evidence-based improvement (Apigo, 2015; Creason, 2015; Ewell, 2009). How adjunct faculty at Elmdale and Shoreline

colleges talk about their motivations to participate in SLO assessment illustrates that the primary culture is that of inquiry rather than compliance.

This study was inductive, involved messaging hundreds of adjunct faculty, and required communication with 15 interviewees. Therefore it was of paramount importance to keep a record of procedures and the rationale for any changes that occurred. Short of adding a hypothetical question to the interview protocol, discovering an errant question omission to the online survey, and modifying the Self-Assessment Tool for brevity and alignment with the study's terminology, no major changes to the design of the study were carried out. Detailing procedures can help future researchers better understand and replicate the study in the future if necessary (Yin, 2000).

Summary

This study followed an explanatory sequential mixed methods design. The data instruments consisted of a survey of adjunct faculty at two southern California community colleges and interviews with 15 adjunct faculty from various departments. The study's theoretical approach was guided by a streamlined interpretation of the broad framework of Self-Determination Theory. I adopted strategies to ensure the investigation and findings were valid, procedural, and ethical. In Chapter Four, I discuss the findings from my research.

CHAPTER FOUR: FINDINGS

Introduction

In this chapter I explore the results generated from a sequential mixed methods explanatory research design. The first quantitative phase involved collecting data from a survey instrument administered to adjunct faculty at two California community colleges (CCCs) with the pseudonyms of Elmdale and Shoreline Colleges. An analysis of the survey helped to approach qualitative interviews with adjunct faculty who self-selected to participate. Line by line coding revealed themes that were both in line with departmental cultures and motivations as well as emergent and disconfirming in nature. Finally, a review of relevant documents helped to triangulate perceptions and ensure the findings were in line with policies and procedures at the institution. The findings in this chapter are presented in a fashion that articulate to the study's two research questions.

Summary of Key Findings

Results of the quantitative survey indicate that adjunct faculty at the two southern California community colleges experience departmental cultures that are inclusive and learning in nature.

Findings included: first, how strongly adjunct faculty emphasized the role of their department chair as the progenitor and maintainer of culture; second, the strength of the intrinsic motivation to help students that adjunct faculty daew when assessing SLOs; third, the simplicity with which the CCCs could facilitate cultural transformation toward inclusivity with inexpensive policy enhancements and refined behavioral norms.

Specific areas for the improvement of department cultures, as perceived by adjunct faculty, include communication, collaboration, and input in the design of curriculum and learning goals. For instance, lack of communication and collaboration were found to have adverse effects on these intrinsic motivations.

Characteristics of Survey Respondents

The email survey served to answer this study's first research question: how do adjunct faculty perceive their department cultures? The email survey was sent to roughly 1,200 adjunct faculty at two southern California community colleges, Elmdale and Shoreline colleges. 80 adjunct faculty responded to the survey and eight did not fully complete the survey; I used a cut-off point to exclude responses that had more than 5 questions unanswered. This resulted in a data set containing 72 responses that were analyzed.

I believe that the lower-than-expected response rate to the online survey indicates the difficulty of communicating with adjunct faculty populations and engaging them in extra-curricular activities. Although I did visit Elmdale College during the afternoon of a weekday, it was difficult to locate faculty lounges, offices designated for adjunct faculty, and whether or not faculty were adjunct or tenure track.

For instance, there was no official workspace for adjunct faculty in a science department at Elmdale College. Adjunct faculty were offered workspace in the copy machine room and counter space designated for students. Office personnel noted that Elmdale adjunct faculty had office space in a nearby building, however I discerned that this space was limited to two offices for adjunct faculty to use on a rotating/open office basis. Because of a lack of

offices, phone numbers, or other contact information, it was very difficult to locate and speak to adjunct faculty. This site-specific visit did not yield additional responses to the survey.

60% of survey respondents identified as involuntary adjunct faculty, whereas 40% identified as voluntary adjunct faculty. Three respondents did not indicate their assignment status. These percentages suggest that the majority of adjunct faculty at the two sites are involuntary and that they are likely seeking full-time employment on the tenure track. Adjunct faculty themselves (01, 05) suggested involuntary adjunct faculty are more likely to participate in ancillary activities, like SLO assessment, in order to keep their resumes up-to-date with participation in activities and initiatives.

The largest percentage of respondents, 40%, indicated that they have been employed at the institution for 3 years or less. This plurality may also help to explain the pervasive lack of understanding surrounding the impetus and purpose for student learning outcomes assessment, which became apparent in the interviews. One respondent did not indicate the length of time they had been employed at the institution and only two respondents indicated having worked in their department for 7-10 years. The distribution of departmental cultures was fairly consistent regardless of the length of employment. For instance, of the 16 respondents at Elmdale who reported working in the department for 3 years or less, 6 identified working in a Learning culture and 5 identified as working in an inclusive culture (See Appendix F).

I found that it was difficult to draw conclusions based on the department or discipline of an adjunct faculty member. In many cases a department was represented only once within the survey results. Multiple respondents from a single department only occurred twice for departments in the disciplines of humanities (four respondents) and social sciences (three

respondents). I do not believe there are large enough numbers to represent a department's culture as perceived by adjunct faculty. Results and analysis by department are not presented in this study in order to protect the respondent's identities.

Similarly, conducting an analysis without jeopardizing respondents' identities based on race proved difficult. Fifty percent of survey respondents identified as white/Caucasian adjunct faculty, while (33%) identified as a non-determinative 'other.' Difficulty arose in attempting to understand if demographics of a respondent played a role in the type of culture they experienced, as no more than five individuals completed the survey and identified as either Asian, Hispanic, or Black/African American.

Prevalent Types of Cultures

In analyzing survey responses, the type of culture that an adjunct faculty member experiences is based on the number of times a certain choice is selected. Analysis of the data reveals that the most prevalent departmental culture is the Learning culture, followed by the Inclusive culture.

Where a respondent offered answers to the survey in a manner that created a tie between two cultures, I indicated hybrid cultures. This was a decision made in lieu of being able to discern how to declare one culture over the other in the case of a tie according to the scores of the self-assessment tool. I believe that showing the ties can help future researchers devise focused ways to explore experiences shared by more than one culture.

I also believe that showing the ties in the form of hybrid cultures helps the integrity of this study, as I was not confident in making a decision to either 'round-up' toward the more learning-oriented culture or 'round-down' to the more destructive culture. It may be that future

iterations of the self-assessment can include guidance on how participants can come to a conclusion in light of a hybrid departmental culture. For the purposes of counting cultures I include a hybrid culture twice; for instance an Inclusive/Learning culture reported by an Elmdale respondent is counted in the tables and figures as both an Inclusive and Learning culture within the Elmdale and overall results.

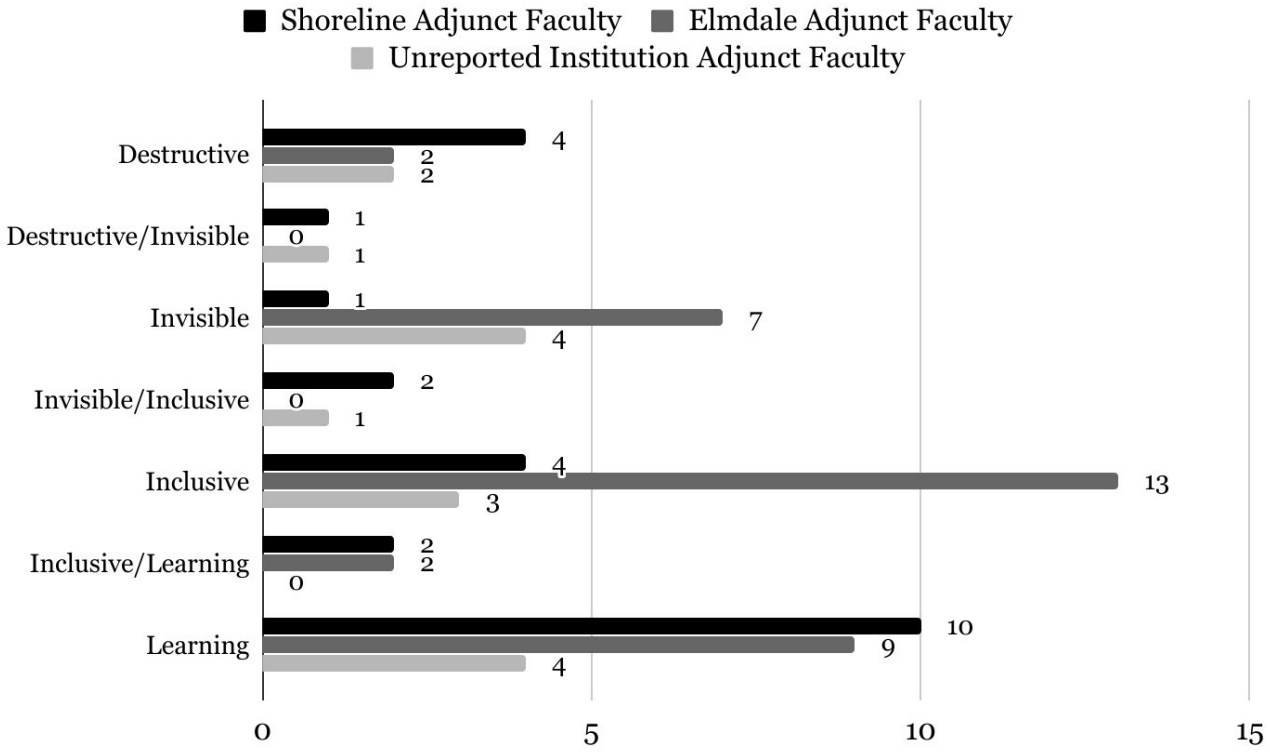
In order to understand the number and percent of faculty who perceived a predominant departmental cultures, I examined the data at the level of individual responses. Table 4.2 table illustrates the types of cultures that all seventy-two adjunct faculty reported experiencing based on their answers to the survey per institution.

Table 4.1. Frequency of Departmental Cultures for All Colleges

	Shoreline Adjunct Faculty	Elmdale Adjunct Faculty	Unreported Institution Adjunct Faculty	% of All Adjunct Faculty Respondents (n=72)
Destructive	4	2	2	11.11%
Destructive/Invisible	1	0	1	2.78%
Invisible	1	7	4	16.67%
Invisible/Inclusive	2	0	1	4.17%
Inclusive	4	13	3	27.78%
Inclusive/Learning	2	2	0	5.56%
Learning	10	9	4	31.94%

Figure 4.1 illustrates the crosstabulation between colleges and the number/percent of time adjunct faculty identified with a department culture.

Figure 4.1. Culture Type Comparison by College



It is a positive finding that the most prevalent cultures, between both sites, are the Learning, followed by the Inclusive. It seems to be a reflection that Elmdale and Shoreline colleges' policies have a positive impact on the adjunct faculty population in general. This is a finding confirmed by an investigation into the meticulous and clear policies for regarding adjunct faculty, especially those articulated in the faculty contracts, compensation opportunities, and even in the Institutional Self-Evaluation Report (ISER) wherein a concerted effort to support adjunct faculty with instruction was noted.

The distribution of survey responses indicates that the characteristics of destructive cultures are encountered the least, in general. Elmdale College ranks the highest for both the invisible and inclusive cultures and also purports a strong learning culture among its

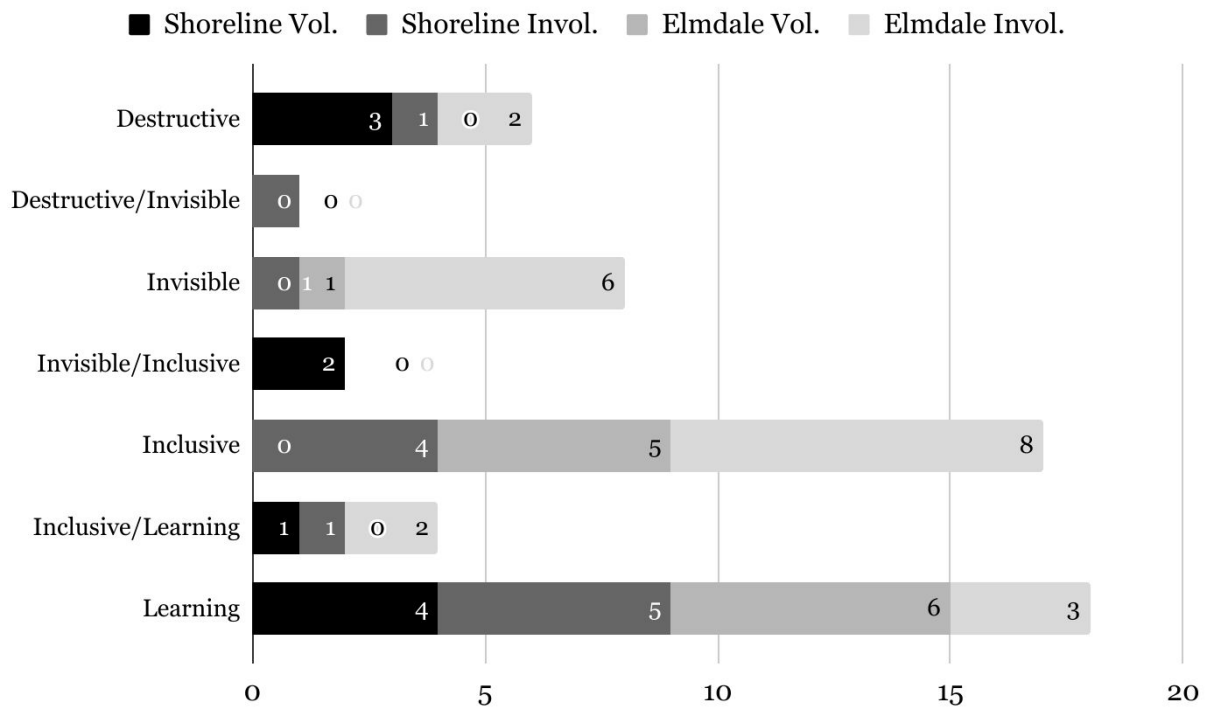
departments. Shoreline College reports the highest number of learning cultures followed by the inclusive culture. It does not necessarily seem to be the case that any one site is outperforming the other in terms of how adjunct faculty perceive department cultures. The findings indicate that adjunct faculty at both sites believe their cultures to be predominantly inclusive and engendering a learning orientation.

In terms of assignment type, fifty-six respondents indicated either voluntary or involuntary status. Most (21 respondents from Elmdale) reported involuntary status: I teach part-time but would prefer a full-time faculty appointment. The distribution was rather even across Elmdale's voluntary (12), as well as Shoreline's voluntary (10) and involuntary (13) adjunct faculty respondents. The even distribution reveals a lack of extremes and falls in line with the overall distribution of how adjunct faculty experience departmental cultures.

These findings may help to make the case for the fact that involuntary and voluntary assignment types can be studied in greater depth, in relation to departmental cultures. Future distributions of such self-assessment, spanning multiple community colleges in California, may be able to collect more data.

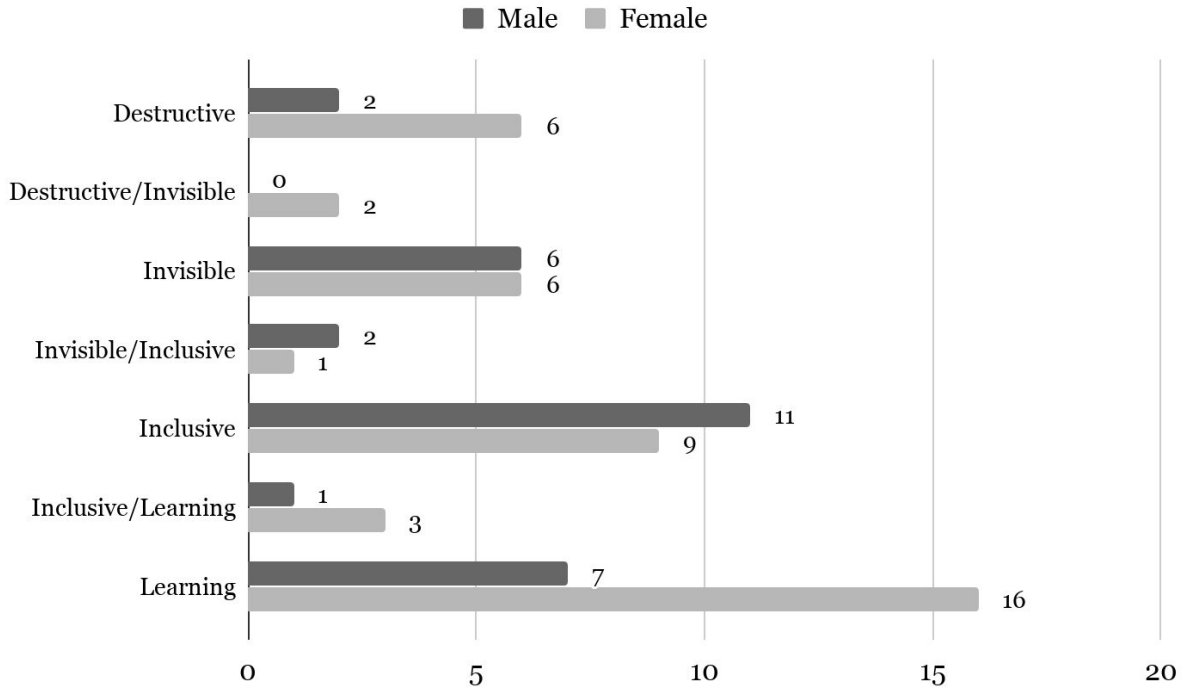
Figure 4.2 illustrates the relationship between colleges, adjunct faculty by appointment status, and the departmental cultures that they scored according to the online survey.

Figure 4.2 Culture Type Comparison by Assignment



The number of adjunct faculty who responded to the survey identifying as female outnumbered male respondents 43 to 29. Women tended to experience the extremes of the cultures more so than men. For example, 37% of female respondents also perceived their cultures as Learning compared to 25% of men. A 60% difference between females and men who reported working in Destructive cultures revealed that 80% of those adjunct faculty were female. Figure 4.3 illustrates data disaggregated by how adjunct faculty of male/female genders at both colleges perceived their department cultures. Future studies may seek to ask questions specifically designed to explore the circumstances and experiences of adjunct faculty depending on gender. Deep analysis of experiences by gender were not explored due to the sensitive nature of the adjunct profession including the chances of recognition.

Figure 4.3. Culture Type Comparison by Gender



Learning Cultures

Twenty-seven of the seventy-two survey respondents identified as working with a learning-oriented culture. The learning-oriented characteristics for each question are always choice D, therefore a majority of choice D selections would determine whether or not a respondent perceives themselves as working in a learning culture.

In order to understand the elements of departmental life that were most consistently perceived as learning in nature, I analyzed the responses for each question according to how many times all seventy-two respondents selected choice D. The three questions that received the most choice D selections from all respondents were Q27 (64% of responses were for the

learning choice), Q14 (45% of responses were for the learning choice), and Q22 (41% of responses were for the learning culture).

The topics of these three questions deal unanimously with the policies and procedures of scheduling courses for adjunct faculty to teach and how those schedules are constructed. Notably, a plurality of adjunct faculty respondents believed that their schedules were created well in advance with ample consultation and accommodation.

Table 4.2 provides perspective on how many of the learning-oriented respondents considered these aspects of departmental life to be in fact learning. For instance, half of the four respondents who did not report their institution and identified as being part of a learning culture felt that they are always scheduled to teach courses that closely align with their expertise.

Table 4.2. Most Chosen Learning Characteristics by Learning Culture and College

	Shoreline (n=12)	Elmdale (n=11)	Unreported (n=4)
Q27. I am scheduled to teach courses that: always are closely aligned with my expertise	92%	91%	50%
Q14. During my time in this department, my hiring or contract renewal occurs: well before courses begin and I am consulted about my teaching preferences and teaching schedules at other institutions (if applicable)	67%	90%	100%
Q22. The chair schedules me to teach courses and: always checks in with me before scheduling and accommodates my schedule	67%	100%	75%

The information in the above table helps to understand that overall, adjunct faculty believe that the scheduling practices in their departments help them to experience scheduling

that is learning and positive in nature. Namely, those practices lead to schedules that are based on expertise, involve consultation, and yield accommodation based on the many duties adjunct faculty experience.

These formalized policies take root in the specific responsibilities outlined in faculty contracts. Shoreline College includes efficacy and ability to schedule courses as a criteria of department chair evaluation, while Elmdale College faculty contracts articulate a process whereby managers bear the responsibility of scheduling courses in consultation with department chairs and division members. These processes and policies seem to have made a positive impact on how adjunct faculty feel: included and respected in regards to how and when they are scheduled courses.

A learning culture is one wherein policies are robust and inclusive and, importantly, department colleagues actively encourage adjunct faculty to participate in the activities of the unit to the point where adjunct faculty can grow and take on more responsibilities in an autonomous manner. Interpersonal behaviors like accommodations, respect, and recognition help to describe this exemplary department culture.

Inclusive Cultures

Whereas a learning culture promotes engagement and education so that adjunct faculty can act to improve their own and their students' experiences, an inclusive culture is one wherein a culture is healthy and beneficial for adjunct faculty, yet the point of autonomy has not been achieved. Inclusive cultures are those wherein adjunct faculty's insights and input are solicited, included, and presence invited. Yet a key distinction would be that this culture lacks

invitation, i.e. adjunct faculty are invited to a department meeting, yet not actively encouraged or accommodated.

According to the results of the online survey, twenty-seven of the seventy-two respondents also indicated their departmental cultures as being inclusive in nature. The inclusive-oriented characteristics for each question are always choice C, therefore a majority of choice c selections would determine whether or not a respondent perceives themselves as working in an inclusive culture.

I analyzed the responses for each question according to how many times all seventy-two respondents selected choice C in order to understand the elements of departmental life that were most consistently perceived as learning in nature. The three questions that received the most choice D selections from all respondents were Q15 (69% of responses were for the inclusive choice), Q28 (69% of responses were for the inclusive choice), and Q13 (39% of responses were for the inclusive culture).

Table 4.3 provides perspective on how many of the inclusive-oriented respondents considered these aspects of departmental life to be inclusive. For instance, four respondents from Elmdale who scored as being part of an inclusive culture felt that they are made aware of professional development activities.

Table 4.3. Most Chosen Inclusive Characteristics by Inclusive Culture and College

	Shoreline (n=8)	Elmdale (n=15)	Unreported (n=4)
Q15. In terms of professional development, I am: made aware of professional development opportunities	63%	27%	75%
Q28. My department encourages communication and	88%	73%	75%

interaction with other colleagues in my department: informally, such as through invitations to meetings or at orientation			
Q13. Adjunct faculty hiring practices in this department are: mostly intentional and organized	25%	60%	75%

Adjunct faculty within self-perceived inclusive cultures identified as being made aware of professional development activities, but not "encouraged to grow" or participate in activities created around the lifestyle of a non-tenure track faculty member. Importantly, these are the key distinctions between the inclusive and learning cultures. While still positive, inclusive cultures tend to be represented by informal activities, such as informal orientations from a friendly tenure-track peer.

In the learning culture we saw how adequate and effective scheduling was coded into the evaluation for department heads at Shoreline College and Elmdale College's faculty contract described how scheduling took place as a codified collaboration between managers and department stakeholders. Characteristics of inclusive cultures tend to lack institutionalization or wide reaching impact. Awareness is made default yet interaction not encouraged; interactions are informal and occur ad hoc; policies such as hiring are perceived as mostly intentional.

Access to professional development is an important stepping stone for creating a learning culture and sense of belonging for adjunct faculty (Kezar, 2013b). The number of respondents indicated feeling that their departments had not yet taken the step into the learning culture, as it relates to professional development. Engendering active and customized

engagement can be difficult, and if possible department likely strive to make their faculty aware of professional development.

Invisible Cultures

Seventeen of the seventy-two survey respondents identified as working with an invisible culture. The invisible characteristics for each question are always choice B, therefore a majority of choice B selections determines that a respondent perceives themselves as working in such a culture.

In order to understand the elements of departmental life that were most consistently perceived as making adjunct faculty feel invisible, I analyzed how many respondents selected choice B per question. The three questions that received the most choice B selections were Q18 (39% of respondents selected the invisible characteristic); Q10 (35% of respondents selected the invisible characteristic); Q9 (32% of respondents selected the invisible characteristic).

The topics of these three questions deal with orientation to the campus, participation in faculty meetings, how one perceives being treated by tenure track faculty colleagues in the department. Although they do not encounter outright disrespect from their colleagues, faculty working within invisible cultures may feel ignored or neglected.

Table 4.4 illustrates how the seventeen respondents answered Q18, Q10, and Q9 as these questions describe invisible characteristics that most faculty considered relevant to their departmental life. For instance, two respondents from Shoreline who scored in the invisible culture also indicated that they are treated as invisible by their tenure track peers.

Table 4.4. Most Chosen Invisible Characteristics by Invisible Culture and College

	Shoreline (n=3)	Elmdale (n=7)	Unreported (n=6)
Q18. In terms of orientation to the campus, I was: provided informal orientation from a colleague, department staff or department chair	33.33%	42.86%	66.67%
Q10. In terms of participation in faculty meetings, I am: allowed to attend faculty meetings	33.33%	42.86%	0.00%
Q9. Tenure track faculty colleagues in the department treat me: like I am invisible	66.67%	71.43%	66.67%

Findings indicate that while Elmdale and Shoreline Colleges offer formalized orientations, adjunct faculty may need more notice or opportunities to receive the information in a wide variety of formats. Informal orientations tend to be from a colleague, staff member, or department chair. These types of orientations are likely not part of a formalized induction program and therefore may be lacking an information that can benefit the adjunct faculty to perform in system-wide activities.

Adjunct faculty within self-perceived invisible cultures identified as being able to attend department meetings, but were not invited to participate in faculty meetings. The implications of invisible cultures may lead to adjunct faculty not understanding how to navigate bureaucracies or receiving information through informal, ad hoc channels. Omitting adjunct faculty from procedures and meetings while also neglecting to provide maintained support lead adjunct respondents to feel as if they are invisible.

Destructive Cultures

Ten of the seventy-two respondents indicated they experienced a destructive culture. Throughout the survey choice A always describes characteristics of a destructive culture and a majority of these selections reflects that a respondent may be working within a department with destructive cultural tendencies.

These can include not having access to office space (38% of respondents selected the destructive characteristic), never having input into the development of learning goals or curriculum (38% of respondents selected the destructive characteristic), or not being given enough information to adequately advise students (35% of respondents selected the destructive characteristic).

These are unique characteristics with one thing in common: they have direct connections to students. Without adequate office space individual adjunct faculty are less likely to hold office hours that benefit students outside of class. The ability to connect to student learning and improve instruction or pedagogy is lost when adjunct faculty are not included in the development of learning goals (Student Learning Outcomes) or the design of curriculum. Without information that benefits students, adjunct faculty are unable to properly advise on a number of topics, including how students can access campus resources.

Table 4.5 provides perspective on how faculty, who scored according to the destructive departmental culture, answered questions that were answered most by all seventy-two respondents as destructive.

Table 4.5. Most Chosen Destructive Characteristics by Destructive Culture and College

	Shoreline (n=5)	Elmdale (n=2)	Unreported (n=3)
Q17. In terms of office space, I have: none, and no opportunities for space in the future	100.00%	50.00%	100.00%
Q20. In terms of the learning goals/curriculum for my program, I: never have input into development of learning goals or curriculum	80.00%	100.00%	66.67%
Q24. In terms of advising, I: am not given enough information to adequately advise students	20.00%	50.00%	66.67%

As we saw in the learning culture section, adjunct faculty perceived their departments created a strong culture of empowerment and inclusion surrounding the scheduling of courses. The results from the destructive section reveal that adjunct faculty feel disempowered and ill-equipped to deal with the going-ons within the actual courses and the development of those courses curriculum.

Three Key Themes Related to SLO Assessment

The inductive, constant comparative data analysis method was employed throughout the analysis of data to understand the issues that adjunct faculty articulated (Merriam & Tisdell, 2015). Interviewees self selected following the completion of the online survey. A nearly even distribution of interviewees represented both campuses; seven participants from Elmdale and eight participants from Shoreline. Representing a variety of departments and years experience, two-thirds of the interviewees were female. 53% of the interviewees had been employed within their department for three years or less. Only three interviewees reported having worked in their department for more than ten years, and four interviewees between four and six years.

Seven out of fifteen interviewees earned scores on the survey that placed them within inclusive cultures. Only one interviewee scored an invisible culture. Three interviewees reported their cultures as learning in nature and four as destructive, according to their survey results. The interview data below captures experiences with characteristics from each culture. In some cases, interviewees may report more invisible-orientation anecdotes, for instance in describing a lack of communication surrounding Student Learning Outcomes. I found it to be the case that interviewees tended to use invisible characteristics when they were asked to describe their experiences surrounding SLOs.

Findings emerged from the interview data that illustrate how curriculum development, communication, and collaboration are essential to involving adjunct faculty effectively in SLO assessment programs. In the following sections I present information that adjunct faculty shared throughout the interviews that highlight both best practices and room areas for improvement. Communication and collaboration are prerequisites for and byproducts of adequate curriculum development.

Communication. At both sites, adjunct faculty handbooks were publicly accessible online. These policy-based documents detailed 'survival' type information related to a new job assignment, teaching with online learning platforms, and Student Information Systems. Policies for general inquiries, such as sick days, were also outlined.

Adjunct faculty also commented that receiving messages online was one of the best ways departments could communicate with them. Respondents spoke highly of digital communications that contained concise and relevant pieces of information or explanation. "I pretty religiously check my email… I try really hard to read every single email that I ever get,

and so I'll learn about things that nobody else knows about" (01). Frequent digital communication should be considered characteristic of the inclusive and learning cultures as they empower adjunct faculty to act on current and accurate information. Online communications were considered invitations to participate in knowledge sharing and general process. Of those interviewees who were recipients of communications, they emoted a sense of belonging, awareness of the value they bring to the department, and a pride in their role in increasing student success.

Communication about specific issues may occur less frequently, or not at all. For instance, information about student learning outcomes seemed to be less frequently communicated. While information about student learning outcomes appeared in these 'survival' handbooks, the guides lack specifics. Adjunct faculty were simply instructed to acquire approved SLOs from a department chair or dean and ensure that these SLOs were placed on each syllabus. In the Elmdale College adjunct faculty handbook, the Accrediting Commission for Community and Junior Colleges (ACCJC) was referenced as the reason for placing SLOs on syllabi.

Elmdale College also provides a Part-Time Institute for adjunct faculty members to participate in a multi-day training. The institute covers numerous topics, which include student-centered classroom management and culturally responsive instruction. However, student learning outcomes assessment is not included in the topics. Interview responses and document indicate that departments, and perhaps the institutions at large, can improve the frequency and modalities through which communications regarding SLOs are afforded to adjunct faculty.

Communication helps to ensure adjunct faculty understand how the results are used to improve learning. “I’m sure that somebody is talking about [SLOs], but a lot of times it goes back to that initial problem of, if I don’t get an email about it, if nobody makes me aware that today’s the day we have discussion about our findings, I’m totally out of the loop on that” (01).

Departments may need to ensure that messages are designed for adjunct faculty populations and reach them through several mediums, like email or digital newsletters. Successful communications span several non-traditional timeframes in order to best reach adjunct faculty. They are distinct and brief and offer opportunities for online collaborations, which several interview respondents highlighted as an important and accessible opportunity. One respondent spoke highly of an inclusive model another California Community College adopted. The department at this college, which was not included in the study, “starting doing Zoom meetings for people who can’t physically attend their monthly department meeting, which is kind of cool. It gives them venues where they can discuss SLOs, that kind of thing” (01).

Online conferencing and collaboration can facilitate the contributions of physically disparate, albeit dedicated, adjunct faculty. One respondent recounts the near impossibility of participating in a training due to an inability to attend an in-person training. When a date and time finally worked out, the adjunct faculty made a lengthy round trip to attend the training, only to find out that the trainer simply "gave me some papers and said, 'here's your training,' and then that was the whole thing. So I'm thinking, I probably could have just gotten that online.'” (01).

Digital, articulate, and dynamic communications seem to empower adjunct faculty to meet student needs in the classroom and institutional needs outside the classroom. Articulated in the interviews is an acknowledgement of the value that efficient communication adds to the adjunct experience. Communications that answer their questions quickly and adequately were highly spoken of. “Getting a really efficient response saying ‘here’s the stuff you need to do, you fill out this thing, send it here and it’s done, no problem’ …[T]hat was really really helpful and got the problem solved super efficiently” (03).

Adjunct faculty who responded to interviews were asked about their familiarity with SLOs. Every single adjunct faculty had heard of SLOs and rated themselves as fairly familiar with them. When they were asked to what extent do they receive Communications about SLOs the answer is varied from very infrequently: “oh my gosh I can't even remember the last time” (09). Less than five interview respondents were able to recall communications from the campus-wide SLO coordinator. Most interviewees had no recollection of any communication coming from the campus-wide SLO Coordinator:

> “I imagine they do something [for SLO training], but if they do they don’t include part time faculty members nor do they make us aware of it. I pretty religiously check my email, and I’ve never gotten any kind of communication about that, and for self reporting, turing in essays, or doing any kind of grading session. I’ve never gotten any kind of invite for that type of thing… if there is no email, then it didn’t happen, at least not for me” (01).

Adjunct faculty carry with them preconceived notions that a department will not actively communicate with them. When adjunct faculty are the recipients of "mass email to everyone in the department" they count themselves as fortunate. Rather than experiencing communication as a regular occurrence, those faculty who do receive communications consider

themselves "really lucky because I know this is probably not the norm" (08) and a communicative department chair is singled out as the “favorite chair that I’ve had at the colleges I’ve worked at. Mostly I think because of his accessibility” (01). When communication is proffered, the adjunct faculty see themselves as the recipient of a beneficial experience.

When the communications were specific to teaching, adjunct faculty indicated that interactions with tenure track faculty peers were occasional and tended to be about basic course information (25.68%), rarely occurred (25.68%), or never occurred (29.73%). Only 18.92% of respondents indicated that communications were regular and supportive, leading to improvements in teaching and learning. Interview data suggests these figures are lower with respect to communications about SLOs.

Successful communication with colleagues seem to occur in ways that are largely informal or as part of a larger gathering like a lunch or common teaching times. In general, relationships with tenure-track peers were described as collegial. “I have a pretty good rapport with probably 6 out of 10 [tenure-track peers]. but I've always had a good rapport with them because we taught around the same time. So we just talked about our classes and stuff like that” (05).

Communication with tenure track colleagues seems to be dependent upon common teaching times. When adjunct faculty teach during the day they are more likely to be active alongside tenure track faculty. Night and weekend adjunct faculty report communications that are few and far between. “I don’t have a lot of communication with [tenure track colleagues]

and I don't barely even see them that much. My classes are night classes so, you know, there's very limited interaction, but what interaction there is so far has been quite positive" (03).

Communication with tenure track faculty also seems to be difficult, but not actively discouraged. Interview respondents suggest their tenure-track peers are perceived to be out of touch with the realities of the adjunct profession. When they describe their tenure-track peers, interview respondentsI tended to describe them as being very busy with multiple responsibilities like committees and meetings. The result is that adjunct faculty may feel that they are a low priority in the eyes of their colleagues. The line of questioning around communication with tenure track faculty even caused one respondent to remember their time before working adjunct when they served as a department chair at another higher education institution. "Once I became adjunct I realized how little attention I gave the people I hired as adjunct and how demoralizing that is as an adjunct, that no one is really paying attention or cares because they're too absorbed in their own responsibilities" (06).

Other responses indicated that SLO communications were somewhat frequent, albeit inconsistent: "Once in a while one of my chairs brings it on at the end of the semester when I'm not expecting it and I'm confused by it. That's the only time where I have felt like, 'oh, this is like her last minute thing that she's pushing on us, and maybe if we had been clear on it at the beginning of the semester it wouldn't feel so last minute'" (06).

Email is the primary form of communication between adjuncts and all campus constituents, including students, staff, colleagues, and administrators. Although the frequency and usefulness of the communication varied across the interviewees most reported never having received any related to Student Learning Outcomes assessment. Only one respondent indicated

they receive communications about SLOs "constantly. There's never been any lack of communication about them" (02).

Collaboration. Adjunct faculty tend to conduct unofficial assessments of their curriculum in ways that are not necessarily connected to the definitive SLOs campus-wide assessment program. This is often conducted in lieu of consistent communications, and especially in lieu of collaborations, with tenure track faculty. In order to better create comprehensive and consistent assessment programs that involve adjunct faculty, faculty leadership may need to understand the extent to which collaborations are not occurring on their campuses. Collaborations can become professional development opportunities that help make adjunct faculty aware of why and how assessment takes place.

Instead, adjunct faculty at Elmdale and Shoreline colleges tend to carry out SLO assessment in isolation. Disconnected assessment does not adhere to the necessary bureaucratic apparatus that ensures faculty's insights contribute to the campus wide assessment program and help drive institutional effectiveness. "I don't know if it happens at staff meetings or the chairs come up with the SLOs. I'm given the SLOs, this is what the SLOs will be for the semester" (08). But beyond being handed an SLO, there seems to be a lack of departmental, conscientious follow-up that illuminates the process for actually assessing. The predominant description of collaborations with tenure track faculty on SLO assessment was summed up as "nonexistent" (01) and "never" occurring (11). The majority of interview respondents from Elmdale and Shoreline college note that their interpretation of SLO results happens "definitely not with other faculty members" (07) or particularly tenure-track peers (01, 03, 04, 07, 08, 09, 10, 11, 12).

Again, while the interviewees scored mostly as working within Inclusive cultures, according to the online survey, experiences surrounding their involvement in Student Learning Outcomes assessment tend to represent a culture of invisibility. The consensus on the lack of SLO-related collaboration with tenure-track peers is a compelling finding. If this finding is to be understood in the context of the larger CCC system, the majority of the CCC's adjunct faculty may feel disengaged from outcomes assessment.

Rather than culminating with collaborations between tenure-track peers, adjunct faculty reported described the entire assessment process as culminating with the department chair. This may or may not include their involvement in discussions related to the results of assessment. Those who indicated that collaborations occur with the department chair spoke positively about their experience. They noted that meetings happen with predictable frequency and meaning (02, 10). The joining of both the department chair's and the adjunct faculty's personality, accessibility, and internal motivations are likely the main drivers behind the success of these collaborations.

Those few respondents who noted that SLO collaborations actually occur with department chairs *and* tenure track faculty members (02, 05) describe phenomenal experiences, like regularly occurring meetings with department chairs and tenure-track faculty. One of these respondents reported working within an Inclusive culture, according to the online survey. Ironically, the other scored according to the Destructive culture, casting light on the finding that a culture overall may engender destructive tendencies, yet shine in certain aspects.

The positive experience and sense of belonging results in this respondent describing SLO assessment as an enjoyable activity that connects them to their peers. The synergy that

coalesces is derived from their almost familial concern for students in the program, which they describe like the mom and dad assessing the child to evaluate their learning progress:

> "I like doing the SLOs because after the semester is over I make an immediate appointment to get together with my supervisors and present that material and we usually take an hour per class to do it and it's the connection and time and accountability time and social time with my fellow teachers that is when we're discussing the stuff going on in these buildings around here and how our classes went."

Where assessment takes place devoid of informative collaborations, Elmdale and Shoreline's adjunct faculty assess SLOs in isolation with very little payoff. Lacking collaboration and empowerment causes respondents to describe their campus assessment program as a "black hole" (01), with an enigmatic "headquarters" (11), where "bureaucratic mechanics" (11) make the process for contributing opaque. "I'm sure somebody is talking about it... I'm sure it's important to somebody, but I don't know who" (01).

Unable to consistently confirm processes with tenure-track peers, there is a slim likelihood that adjunct faculty are actually assessing the course SLO with the appropriate assessment task. Because of, and in addition to this, a number of respondents seemed unable to report the results of assessment according to the campus' assessment schedule or software application. This in turn leads to the exclusion of their experiences, perspectives, expertise, and contributions that may have been useful in enhancing the learning goals or curriculum.

Adjunct faculty who see no interpersonal value or meaning in assessment may slip into a state of inertia. "We just kind of do them on [the assessment software] after every semester and honestly I don't know if I really think about them after the course" (07). Inertia occurs when an employee conducts an activity without understanding the reason or purpose.

It is an extrinsic motivator that signals the employee has become far removed from meaningful participation. Tasks are carried out in a fashion disconnected from purpose and in the same way as yesterday and the day before (Doshi & McGregor, 2015). Without the human connection engendered by collaboration, SLO assessment literally becomes just another box to check day in and day out.

Collaboration seems to alleviate inertia as it brings different perspectives to the table and loops team members into innovations. Keeping the SLO ecosystem churning with new people and new ideas can help refine a stagnating curriculum, in much the same way as a healthy flowing stream has water more clear than a still and stagnant pond. Members of a higher education system often work interdependently and rely on one another to facilitate the flow of information and feedback.

Linda Lambert (1995) describes the spiralling process that follows a cycle between cemented procedures and disequilibrium that helps break assumptions and create new meaning. Applying this to SLO assessment may mean that collaboration could be one solution to transforming cultures of compliance into cultures of inquiry that are rooted in an intrinsic motivation to enhance the college's learning outcomes and curriculum.

Curriculum Development. Curriculum development in California's community colleges falls under the purview of the faculty, both tenure track and adjunct. Districts and colleges across the state will articulate this differently in faculty contracts.

The assessment of SLOs is typically considered curricular in nature and squarely in the purview of faculty responsibilities (ASCCC S.16). At both Elmdale and Shoreline colleges, the adjunct contracts provide detailed descriptions of SLO assessment as being encompassed by

curriculum development. A step by step appendix briefly articulates how faculty are to participate in the SLO assessment cycle with periodic reminders that adjunct faculty can receive compensation.

However an investigation into the behaviors that adjunct faculty experience tells a different story from the inclusive policies that are found in an institution's documents. When survey respondents were asked to describe their input on developing learning goals, a majority indicated they never have input into the development of curricular learning goals and or/typically have input. These responses indicate that destructive and invisible cultures characterize how adjunct faculty perceive their input in SLO assessment and curriculum development at Shoreline and Elmdale colleges.

Healthy learning cultures that routinely involve adjunct faculty in the design and assessment of learning outcomes are demonstrated as occurring with frequency according to the survey data - however when describing input into learning goals and curriculum throughout the interviews, respondents tended to articulate a large lack of input. Indeed, when respondents indicated they were typically included, they characterized themselves as "lucky" (07).

We already saw that adjunct faculty receive instruction on placing outcomes in their course syllabi, but beyond these entry-level instructions adjunct faculty largely have to seek out their own opportunities to perform in curriculum development. "I would have to take time to seek them out" (03). "Was never asked. But I'd volunteer and I'd have to look for it" (05). Typical input is afforded should the adjunct faculty seek it out, but rarely did an interview respondent describe a sustained and proactive SLO program that typically or always involved their input and contributions.

One reason for this may be that adjunct faculty at the Elmdale and Shoreline colleges believe that major curriculum efforts are the responsibility of tenure track faculty. After all, tenure-track faculty have the time and resources in order to participate in curriculum meetings and curriculum development. This is not to say that the interview respondents felt that they should entirely abdicate their involvement in curriculum development. On the contrary interview respondents felt that lack of collaboration stripped them of a sense of belonging. “Teaching adjunct reminds me that I’m not part of a community. Because I’m not participating in those questions, developments... I miss that sense of community” (06).

Although there are large policies that default to an inclusive stance, departments may be missing out on opportunities to generate informal behaviors that also have a positive impact on adjunct faculty use sense of belonging. Increasing a sense of belonging through informal collaborations for instance can help departments capitalize on insights and contributions. Many adjunct faculty members are experts in their field and design curriculum to meet industry-specific standards or transfer goals. "I just finished my term in the workforce and I started teaching this one class” (11). Adjunct faculty may spend considerable time and “energy into helping to rewrite the classes" (02). Without space for adjunct faculty to contribute their expertise via SLO assessment, the majority of classes in the California community colleges (CCCs) may not be designed, taught, or assessed as effectively as possible.

The Department Chair’s Role

One theme that emerged was the emphasis that interview respondents placed on the role of the department chair to create and maintain a culture. In particular, department chairs were frequently referenced as either enabling or neglecting their participation in SLO assessment.

The department chair for a discipline or instructional area at each CCC is considered the ombudsman for the faculty under their charge. At both Elmdale and Shoreline adjunct faculty were familiar with the term 'department chair' and tended to articulate how this individual, typically an elected tenure track faculty member, helped to socialize and support them in their instruction and extracurricular activities.

The chair's role in modeling a culture is forefront in the minds of adjunct faculty. Nearly every single interview respondent was able to speak to their chair's efficacy, knowledge, accessibility, and ability to support. Yet a large number of interview respondents offered anecdotes that described their department chairs as very supportive, even "champions" who strove to be "supportive in every way they could be supportive" (02).

Department chairs were reported to be accommodating when scheduling courses, aware of how to advocate for all faculty, and involved in the improvement of the department. For instance, the insight of one department chair at Elmdale College was illustrated in their Institutional Self Evaluation Report (ISER) required for accreditation. The ISER is a self-reflective document that outlines how the institution addresses accreditation standards. A department chair had been involved in the analysis of departmental SLO results and noted a significant difference in SLO results from [Course A] to [Course B]. They pointed out an over-reliance of adjunct faculty to teach [Course A], which may influence positively or negatively the SLO performance in the subsequent [Course B]. Determined to assist the influence toward a positive direction, the department chair documented a plan to counsel adjunct faculty with collaborative meetings. These meetings would involve departmental

facilitators that could better articulate the expectations surrounding assessment and how to improve student success through classroom instruction.

Data that emerged from the interviews suggest that SLO assessment becomes a meaningful exercise when department chairs are involved. Shoreline college is explicit in its expectations for department chairs. They are charged to monitor the development of course and program SLOs and their assessments. Shoreline's department chairs are coded into the assessment cycle as a key guiding force for faculty. For instance, although it is a rudimentary step, the first directive in the assessment program is for department chairs to provide SLOs to all new faculty for placement on the syllabus. The document review and interviews highlighted the importance of a department chair's presence and engagement in their department. When adjunct faculty were unable to reach or engage with their department chair, sense of belonging dropped and expressions of consternation tended to increase.

There are a number of reasons why an adjunct faculty might not have constant contact with a department chair. As is likely the case, both parties are extraordinarily busy and scheduling, common teaching times, and availability inhibits consistent engagement. As one respondent put it, their interaction with the department chair had been so limited that the last time they remembered even seeing their department chair was "the day I had my interview" (04). Very rarely did an adjunct faculty member insinuate that their current department chair was avoiding or actively disrespecting their involvement. Instead, the lack of interaction with the department leader was expressed as being in large part due to the transient nature of adjunct work.

The ‘freeway flyer’ effect has been well discussed in other studies that articulate how adjunct faculty face significant physical and psychological hurdles when working at multiple campuses. Involuntary adjunct faculty are disproportionately impacted due to their economic pressures to make a living wage by piecing together multiple assignments, all the while in search of a tenure track position (Nica, 2018; Kezar, 2103b; McNeice-Stallard & Stallard, 2011). Nearly every single involuntary adjunct faculty member cited commute as one of the largest detriments to their ability to foster relationships with department chairs and tenure track faculty. A respondent from Elmdale College noted that they “commute probably four or five hundred miles a week” and described their relationship to their tenure track peers as "nonexistent" and relationship to their department chair as “friendly,” but also limited. “I mostly taught my 7:30 am class and then pretty quickly after that I had to get to some other classes I was teaching at a different college” (01).

Extensive commuting, teleconferencing, and visiting the campus during nontraditional hours leads to a “split focus” that makes it hard for involuntary adjunct faculty to form relationships to discipline peers. Split focus makes it “hard for adjunct faculty to get involved with this kind of discussion” (03). The role that the department chair has in alleviating the split focus cannot be understated,

When an institution understands the importance of the department chair they tend to codify it in faculty contracts. Both Elmdale and Shoreline delineate responsibilities for department chairs and stress their role as bridge builders between faculty. Both colleges’ faculty contracts also call on the department chair to schedule department meetings and coordinate the process for curriculum development within the department.

Inasmuch as the interface between the department chair and adjunct faculty is considered in Elmdale's responsibilities, the department chair is responsible for "participating in the recruitment and selection" and participating in the adjunct faculty evaluations (Elmdale Community College District, 2019).

At least compared to Elmdale, Shoreline better articulates this influence perhaps due to the nature of faculty unions. Shoreline's 'wall-to-wall' bargaining ensures that both adjunct and tenure track faculty are represented under a single contract. Shoreline's department chair responsibilities are more articulate and likely set a strong foundation for department chair engagement with adjunct faculty. One highlight includes the expectation that department chairs "attend to all matters related to temporary non-contract faculty, including regular communication" (Shoreline Community College District Contract, 2019).

It may be that community colleges and districts with wall-to-wall bargaining unions have more adjunct faculty friendly clauses in contracts. Regardless, institutionalizing the promotion of collegial teamwork across faculty ranks can help to reduce the 'luck' factor. Normalizing adjunct faculty expectations that they will be served by a leader who demonstrates an understanding of the importance of communication and collaboration can only be a good thing.

Luck vs Representation

Rather than an institutional norm, three adjunct faculty respondents explicitly described their employ under a collaborative and communicative department chair as a stroke of luck or happy fortune (06, 07, 08). Largely, adjunct faculty have difficulty ascertaining the best and most appropriate way to resolve difficult or errant issues. Hiring, scheduling, and the

procedures for teaching a class can vary across institutions and be confusing for new, and continuing faculty. District regulations and procedures might not be clear, which makes it difficult for faculty who work at more than one college a week, or sometimes in a day.

Unsupportive department chairs fail to support their adjunct peers, who find themselves "running around, trying to collect information from my dean and so forth, trying to do a million errands in one trip" (03). This respondent was finally met by the "ladies in the department" who end up answering questions, giving small tours, and orienting the faculty member to their department. On more than one occasion respondents stressed the value, knowledgeable, responsiveness that administrative support can offer them.

In situ, an adjunct faculty member may need to offer an explanation to a student or rely on a regulation. When "in need of a certain… specific answer," 03 notes that "good administrative support" is defined by responsiveness, quick and correct answers, and available to adjunct faculty "when I need help." Valuable information can also be locked behind interpersonal and committee relationships. Adjunct faculty described feeling outside of a chain of information when "people in the department, people in charge, chairs, committee members, when there's a circling of information through their group of friends, then it's never going to hit me. And if it does, it's not really going to feel welcome" (01).

Shoreline College's contract outlines a support role called the Adjunct Representative. The individual in this position is elected by the adjunct faculty in the department. The role allows the Representative to cast a vote for department chair. This is a function that is normally limited to tenured professors. In matters of the department the individual is eligible to participate alongside tenured professors. Researchers in the field of adjunct studies have

promoted the use of such a liaison. In their exploration of how to better support adjunct faculty, Fagan-Wilen, Springer, Ambrosino, and White (2006) attest to the success of the adjunct faculty liaison, a position created to provide assistance to new adjunct faculty with instruction, curriculum, communication, and training. Fagan-Wilen et. al recommended such positions be salaried to better ensure that the representation of adjunct faculty is institutionalized.

No respondent indicated they had mastered the bureaucracy of higher education, its assortment of paperwork, technologies, deadlines, and challenges. Each and every adjunct, voluntary or involuntary, expressed the need for support. Simply put, the profession is "stressful. But the fact that I have [name] as my department chair witnessing this and trusting him to do the right thing, to be properly supported, to be wise and help me with this makes me feel unalone" (02). A supportive atmosphere emerged as one of the key elements of instilling a love for a department, college, and profession. Creating a healthy sense of belonging and well being among their adjunct faculty is a byproduct a champion department chair.

Politics and Spirit. Support for adjunct faculty does not simply mean siding with the population on every issue. It involves following protocol, procedure, and promoting dialog. One respondent articulated appreciation for his department chair's "fair" approach to issues, ensuring that all parties are heard out. The department chair attempts to take the best possible course of action to help keep stakeholders accountable and moving forward together. "[He holds] everybody accountable, including me. I feel like he's got my back" (02).

Interview respondents tended not to speak about the politics of higher education, but when they did it was limited to the realm of tenure track faculty. Department chairs who inculcate an unsupportive culture tend to schedule courses based on "favoritism and stuff like

that, just like everything else" (05). Decisions, like who will teach classes, may be made for the sake of political expediency. "If it wasn't politically correct for [the chair] to do something, then he wouldn't" (05).

A discussion of politics was often linked to how adjunct faculty were made to feel by the tenure track peers or department chair. For instance, adjunct faculty who expressed an inability to contribute in meetings often also spoke of alliances and cliques that excluded others. Yet only one respondent (4.17%) indicated they perceive their department to be destructive in this regard. The majority described being treated respectfully and inclusively, as if they have value. The survey indicates that adjunct faculty perceive their tenure track peers to be largely respectful and collegial, placing value on their adjunct peer's position and expertise.

When they were described as destructive and invisible, interview respondents shared that the politics of a department tended to inspire a sense of duplicity and inability to advocate for oneself in an authentic or brave manner.

"There's a lot of politics involved in tenured faculty. They are very… cliquey. I don't want to be in but I don't want to be out. I'm not trying to be part of the 'in crowd' but I also don't want to be the outcast" (09). Alliances, identities, and agendas seem to shape discourse and how adjunct faculty choose to participate. Rather than engage with tenure track peers who engage in detrimental politics, adjunct faculty may elect to not engage at all. This means voluntary exclusion from department meetings and other procedures intertwined with politics. "So I just kind of stay very quiet very neutral I go in and do my job and that's about it" (09).

Staying quiet, neutral, and disengaged from critical collaboration is a sign of decreased motivation. The external factors that weigh in on this perception are related to emotional

pressures. Doshi and McGregor (2015) discuss this as 'emotional pressure.' Emotional pressure is the corollary to Deci and Ryan's (2001) "Extrinsic Motion--Introjected Regulation." This type of motivation is derived from a feeling of shame, guilt, or fear of missing out. The adjunct faculty who reported experiencing these types of politics referenced external frameworks, like the clique-like structure of tenure track faculty or the social expectations surrounding a decision. Emotional pressure can cause members of the department to choose sides and participate in politics for fear of being left out or appearing like an outsider. Guilt of betraying alliances and fear of speaking up caused these adjunct faculty respondents to prefer silence to authentic engagement.

Another extrinsic motivation factor, 'economic pressure,' correlates to Deci and Ryan's "Extrinsic Motivation--External Regulation." Since teaching classes constitutes and adjunct faculty's income, misplaced dissent can be grounds for passive aggressive retaliation. In political departments, adjunct faculty expressed a fear of authentic engagement, least their opinions offend the department chair and jeopardize their ability to secure classes in the coming semesters.

The Economic Pressure is not necessarily connected to compensation; instead it illustrates that employees will do something in order to preserve their position or gain a reward. The extrinsic reward is only achieved when the employee meets the regulations set forth by the employer, organization, or political norm. Speaking out against an unfair practice may cause the loss of position or reward, and therefore the pressures of economy drive adjunct faculty into silence. Departmental cultures, from their perspective, also suffer. They describe a fear of retaliation that permeates the adjunct ranks. They follow the unspoken regulations to not cause

too many waves, to stay out of people's hair, to not contact the union over labor disputes, etc. “It's almost like if you become too difficult, if you become too needy call if you start to point things out that are not fair or just or supporting the contract… I won't get any classes or I will get the really crappy classes with the really bad schedule" (09).

As a reminder, the minority of survey respondents indicated their department cultures were destructive around tenure-track and department chair relationship. Largely the interview respondents indicated the had collegial relationships with their department chairs. When department chairs are described as engendering a supportive and learning culture, they are illustrated in positive terminology like "strong in her opinions" and "really clear" (07). These traits empower the adjunct respondents, lauding the consistency in communication so "she doesn't talk to you one way and then her emails sound a different way" (07). The type of behavioral code that the department chair models impacts department members and their perceptions of the department’s culture. When department chairs who behave in this manner facilitate adjunct participation they do so in a way that leaves minimal room for tenure-related politics to drive decision-making.

Department chairs who are additive to the culture in a way that creates learning experiences actually tend to create and maintain a palpable “spirit” (02). Togetherness, minimized territorialism, and not valuing faculty due to rank or title was reported with high favor by interview respondents. Investing time on a single faculty member can have a ripple effect that helped the respondent aim to do what is “best for the department rather than just what’s best for me” (02).

Respondents indicated that champion department chairs might be those who successfully downplay or transcend departmental politics. They are champions for the greatest good for the greatest number of people. Champion department chairs were described as going to bat for adjunct faculty when administrators express doubt in their abilities or value. They are there to help answer questions and empower adjunct faculty to speak and act as their authentic selves.

Finally, to become a champion department chair one must make themselves available and personally help an adjunct faculty grow empowered to take on the institution's bureaucracies. "That is the support that I find really, really valuable, being available to answer questions when I need help" (03). Information and knowledge is power; adjunct faculty who felt empowered with knowledge imparted by leaders expressed a greater sense of agency in their departments. Assisting adjunct faculty at their point of need is a simple exercise that department chairs may be able to work into their current duties.

For the majority of the adjunct faculty interviewed, mastering the requirements to successfully assess SLOs was a point of need. The bureaucracies, difficult software, and nature of the adjunct profession all compound into what can be a frustrating experience that results in inertia-based cultures of compliance. Effective and fair support for adjunct faculty allows more full participation according to their assignments.

Voluntary or involuntary, adjunct faculty who participated in interviews defined themselves as more than willing to help their departments and students. They drew their desire to help from an internal well-spring and prosocial orientation. Pairing these intrinsic motivations with a supportive department chair who downplays politics and encourages adjunct

contributions might be a second solution to alleviating the inertia that tends to surround disconnected SLO assessment.

The next section discusses findings that illustrate the level of dedication to their jobs and SLO assessment that characterized the fifteen adjunct faculty interviewed for the study.

Emergent and Disconfirming Findings

Dedication and Purpose

"I enjoy the fact that I can give back what I've learned to others and watch them continue on and improve themselves and go on and get a job and graduate, you know, I enjoy that" (12). Adjunct faculty who participated in the interviews were dedicated to their profession as educators and students. Rarely did an adjunct faculty respondent cite external regulations for the reason they personally assessed student learning outcomes. Many times the adjunct faculty did not seem concerned about the origin of external regulations that mandate SLO assessment. In fact, except for one respondent, they were unable to properly cite ACCJC Standards as the origin and impetus for outcomes assessment in the CCCs.

On multiple occasions respondents indicated they performed both formal and informal assessments of student learning in order to hone their abilities and curriculum in the classroom. The dedication to continually improve the instructional experience is a definitive theme that emerged from the qualitative interviews. "Absolutely one of the things I do is at the end of every class I asked students for feedback" (09).

Interview respondents rarely spoke ill of their institution's assessment program and often cited assessment as a key activity that helped to enhance their personal practices and teaching strategies. While SLO assessment was considered a confusing program with

bureaucratic flaws (the “blackhole” with an enigmatic “headquarters”), it was not characterized as a barrier to performing successfully in their jobs or contributing to an overwhelming workload. Overall the philosophy of assessing student learning resonated with adjunct faculty. Their dedication to the students characterized their unpaid and uncoordinated efforts, which they tend to conduct to the best of their ability. “I love the students I love the material. I just love getting them engaged. It's mostly the experience in the classroom for me. That's my favorite part. That's why I do it" (13).

Adjunct faculty who participated in the interviews seem to derive their motivation from a willingness to help their departments better serve the college’s student body. Respondents articulated the ways in which they volunteer time, help their department chairs, and cooperate with institutional expectations. Prosocial activities have been conflated with altruism in the past, but are recently understood to be those behaviors that are driven by an intrinsic motivation to help others. Brief and Motowidlo (1986) outline their construct of prosocial organizational behavior, which includes more than simply doing good things or volunteering for the sake of helping others. The authors discuss a number of prosocial behaviors that go "beyond specified role requirement, behaviors such as cooperating with coworkers, taking action when necessary to protect the organization..." and "suggesting ways to improve the organization" (p. 710).

Some respondents recalled their above-and-beyond efforts by quantifying the labor in terms of missed compensation, like the “two or three hundred hours of labor that I donated” over the course of this respondent’s adjunct career across multiple colleges (02). But in the same breath the respondent reminded me that it was labor that they conducted knowing that it would go uncompensated, and the reason for their efforts were to “contribute to the

department." Respondents understand the intangible benefit that their 'donations' can reap. Courses that are written for "$0.32 an hour" (10) are accomplishments that the adjunct faculty are proud of. They know that their time and energy has helped to improve their department's ability to serve students and their educational or workforce goals.

Even if the adjunct faculty doesn't get to teach those courses, they share a satisfaction at having been a helpful contributor. "I feel like I'm one of the ones who make it easy for the people who require it. And I feel like that is one of the reasons why they like me" (02). This quote serves to illustrate an important idea, that adjunct faculty recognize department leaders and institutions smile upon their donating time and energy despite miniscule or zero compensation.

On the other hand, some respondents were clearly okay with the fact that their adjunct position did not require them to participate fully, particularly because it allowed them to clock in and clock out without needing to worry about satisfying unspoken expectations. Their noninvolvement felt justified because they were not required by their contract to participate, nor were they compensated should they choose to participate. Depending on commute or life circumstance, an adjunct position can be a perfect employment opportunity. "I have a little baby and she's my priority to take care of, so part-time works for me. I'm there, I do my classes, I'm here for office hours and I leave. It allows me to live the life I want" (08).

This raises interesting questions about the norms and expectations for adjunct faculty. Are adjunct faculty expected to devote hours beyond the number required by their contract? Certainly this seems to be true if the adjunct faculty desire a full-time position. One respondent expressed sympathy for those who have to "jump through hoops trying to get classes to

survive… I've seen these people that work at several colleges running around trying to get classes. The tenured thing is a different thing" (05). The quest for a tenure track position brings with it a new set of expectations to dedicate time and energy beyond contractual obligations. However, few if any indicated they are driven by the desire to build a resume with references to SLO assessment, which might help them secure a tenure track job. Interviews revealed a nearly unanimous consent that the desire to see students succeed was a primary driver for engaging in SLO assessment.

Contract and Compensation

Both Elmdale and Shoreline colleges have fairly articulate contracts that help to define SLO assessment activities. This includes how to participate in the formative stages and the extent to which adjunct faculty are required to participate. They also delineate opportunities for extra compensation. While it is unclear the amount of hours or the amount of stipend pay adjunct faculty can request compensation for, this type of articulation is a positive step toward providing adjunct faculty with the policies to which they may be held accountable.

Colleges have bargaining units that help to delineate how adjunct faculty should be involved in department and college activities. One of the key findings from an analysis of the interviews illustrates that adjunct faculty at the two sites may not have a clear understanding of the professional opportunities available. The way adjunct faculty discussed their potential involvement in SLO assessment led me to the conclusion that they might not know the details of their contracts or the opportunities that are already afforded to them in writing. For instance, one respondent noted that they "think if I wanted [professional development for SLOs] I could find it," which is true because the opportunities are available online. They go on to state "I

think that it's just wouldn't get paid for it," despite the fact that their contract offers compensation for their participation in SLO assessment to a certain extent. Departments and institutions might be able to do a better job communicating compensation opportunities and expectations to their adjunct faculty. The respondent concludes by saying "if there was an element of my contract that required it and compensated me for my participation then I think it would be different" (06).

The value that adjunct faculty place on compensation as a motivational factor will vary depending on whether or not they are voluntary or involuntary adjunct faculty. Voluntary adjunct faculty will likely participate in activities beyond their classroom obligations, insofar as the interview data revealed. On the other hand, involuntary adjunct faculty frequently expressed that they don't have the time to participate in these activities. Overlapping assignments and commuting prohibits engagement.

For the amount of work that they put into activities above and beyond classroom instruction, adjunct faculty universally agreed that their pay is incommensurate compared to their tenure track peers. They also agreed that the minimal stipends and infrequent compensation fails to adequately cover the amount of time and energy they actually spend assessing SLOs. "You'd have to pay me a whole lot," (14) in order to properly account for the amount of time and work needed to assess student learning outcomes.

Despite the fact that pay is inequitable and fails to cover the amount of work that adjunct faculty carryout, no interview respondent indicated that they conducted SLO assessment for the pay. Both voluntary and involuntary adjunct faculty indicated that they are willing to continue an ancillary activity, like assessment, even without receiving additional

compensation. Based on their descriptions of the way in which assessment benefits teaching strategies and student success in their classrooms, it may be that adjunct faculty can be motivated to conduct SLOs as a way to serve students. On the other hand, adjunct faculty also consider SLO assessment as part of the job, whether or not they are compensated. SLOs are often described as the task of the day that must be completed. Because they are professional, adjunct faculty fulfill those obligations, which have a natural by-product of benefiting students.

Desiring to complete a task without compensation, because they want to perform in the activity was explained in *The Human Side of Enterprise* (1960) wherein McGregor posits Theory Y. The idea that people would intrinsically want to perform an organization was an alternative to what Doshi and McGregor (2015) call the "management dogma of the day" (p. 238).

A recent survey of the student learning outcome coordinators across the California community colleges revealed that the number one question faculty asked was 'why do we do SLO assessment?' (ACCJC Partners in Excellence, 2019). The fact that SLO coordinators across the state are still being asked by their faculty why they need to conduct SLO assessment shows that system faculty leadership has yet to transform campus assessment programs into a well-understood vehicle for comprehensive inquiry to increase student success. In a culture of inquiry, SLOs are assessed because faculty are driven by internal motivations to help students succeed. In a culture of compliance, they are a checkbox to be dealt with day in and day out.

Assessment was named as a professional duty that must be carried out as a natural part of the life of the department. "They're mandated, so [faculty] do it. I think it's just something else that put on their plate" (05). Descriptions of this external pressure were often curt and

non-explanatory. From their perspective, the institution conducts SLO assessment to remain in some form of compliance. “Well for one I think it's required. it's required by accreditation to have and do student learning outcomes and do what's best with those. I don't know their reasons” (01). Another respondent, 11, suggested that their department participates in SLO assessment because “I assume it's part of the legal or regulatory or accreditation requirement. Other than that I'm not sure.”

However when they were asked why they personally assess SLOs, the tone changed significantly. In the same sentence, 11 say that they participate in SLO assessment because “I find it interesting... “ and the impact that additional compensation might have would be “None. [SLO assessment] is a truly intrinsic reward kind of activity.” Interview respondents agreed the assessment was one means by which they could personally bring improvements into the classroom, enhance their teaching methodologies, and ensure students were learning.

Beyond engaging in SLO assessment simply because it is on a list of directives, the motivations that adjunct faculty explicitly articulated throughout the interviews are discussed below in the section on emergent findings related to dedication to students.

Students Can Be a Motivation

As it bears out in the survey, interviews, and document review, SLOs are typically decided by the tenure track faculty at Elmdale and Shoreline colleges. Adjunct faculty are merely directed to assess a predetermined outcome according to a set upon assessment method. "The SLO was defined by my lecture instructor" says 04. "[The lecture instructor] told me what the assessment tool would be and how to assign points."

We have already discussed the potential value in increasing communication and collaboration around SLOs. If communications were abundant, clear, and consistent then perhaps the 'clock-in clock-out' adjunct faculty may still feel more connected to the going ons, even without participating from a prosocial orientation. When adjunct faculty received less communication and collaboration about student learning outcomes they tended to have a more negative view of the reasons why student learning outcomes exist and may be less likely to participate.

Adjunct faculty respondents were also familiar with the external mandate, at some level, to assess SLOs. Respondent 06 served as a tenured track professor at another institution prior to working at Shoreline College. Familiar with student learning outcomes, they described their existence as a tracking tool for accountability measures, but in reality SLOs are "just something I have to include in my syllabus." In this light, activity of assessing student learning outcomes was described as an administrative function and there was little knowledge of where results end up going or how they help the department.

Yet the negative perception of student learning outcomes was often due in large part to the disconnected knowledge of the process. While 06 understood the overall requirements of

SLOs, they were unable to describe a time when they engaged with SLOs in a collaborative forum. “Obviously the value of it is important, it’s just as a part-timer I don’t feel connected to it because I’m not helping make those choices about what they are” (06).

Despite feeling disconnected from the bureaucracy of assessment, and despite often conducting assessment in isolation, adjunct faculty frequently expressed how SLOs helped them to better hone in on ensuring their students were learning. Multiple respondents were concerned that students were not achieving their educational goals, either to transfer or to enter the workforce. The perceived lack of students’ ability to master “general education... writing skills… the comprehension ability to define issues” was one respondent’s “biggest concern right now” (10). At the same time, adjunct faculty in Career Technical Education disciplines expressed an eagerness to prepare their students for the industry careers and found it personally disturbing when students came to class underprepared. One respondent expressed frustration with the inability of faculty in their department to work collaboratively to regularly assess student learning from a common curriculum. ”It upsets me because as an employer I understand why sometimes people come into the workforce and they don't understand [the field[even though they have all the classes or they can't [carry out the skills needed]” (09). Feelings of frustration emerged when respondents felt alone in the process of assessment, often trying to usher students through a curriculum they themselves felt disconnected from.

Interview respondents expressed pride in being able to assess and refine curriculum on their own, and to make adjustments in their spheres of influence that positively impacts students. These accomplishments were highlighted against the backdrop of strenuous lifestyles - both their own and those of their students.

One adjunct faculty explicitly referenced a desire to create curriculum and opportunities that empowered minority students. The experience of helping to raise a student up into a career or transfer was of paramount importance. "[The students] want to make something of their life and I want to be part of it. That's what I love about [part-time work at a community college]" (10).

The findings from the interviews suggest that one assumption about adjunct faculty is wrong: simply because they are freeway flyers with assignments at multiple institutions is not the reason for a lack of participation in the SLO assessment. Neither is an entrenched culture of compliance that shifts the blame to external stakeholders. And we have seen that compensation is not a motivation for either voluntary or involuntary adjunct faculty.

Involuntary adjunct faculty in search of a tenure track position are not conducting SLOs simply to pad their resume. Instead, adjunct faculty in general desire to participate in SLO assessment in order to help create a curriculum that helps their students succeed. They may not know exactly how to do this, or which forms to complete, or how to navigate the software, but ensuring students are learning drives adjunct faculty to embrace the philosophy of learning assessment.

Implications of Employment Preference

Involuntary adjunct faculty may hope to someday be hired as a tenure track professor. Voluntary adjunct faculty may not to be interested in this type of advancement, instead they tend to have a primary job elsewhere, be retired industry professionals, and tend to be older (Monks, 2009). It is also assumed that most involuntary adjunct faculty will participate as often as possible for the purposes of building their resume for a full-time position, this is not always

the case. These definitions are useful in understanding adjunct faculty preferences at a broad scale (Eagan, Jaeger, & Grantham, 2015; Maynard & Joseph, 2008). But this study found that there are nuances in how both the involuntary and voluntary adjunct faculty wish to be involved at the department and campus level.

As we saw earlier, a number involuntary adjunct faculty interviewees tended to enjoy not being required to participate in extracurriculars. “But I don’t need to so that’s the benefit of teaching part-time. You’re not responsible for those kind of things” (06). For these faculty, it is a relief that they can rely on tenured faculty to attend committee meetings and enact the decision making. "The tenured professors get more responsibility, so they’ve got to get on committees and all this other stuff... tenured faculty can do that" (05).

Not being required to participate can be considered a positive aspect of working adjunct (05, 08, 09, 10) and is a sentiment that both voluntary and involuntary adjunct faculty voiced. Not being *required* to participate in these activities is a different story from not being *able* to participate. While some adjunct respondents expressed a general disinterest in understanding the processes by which SLOs are designed, for example, others simply stated that being required to attend committee meetings or professional development would likely impede on assignments at other colleges. In the future it may not be enough to assume a proclivity based on an employee’s rank.

What may be most important to consider is the missing sense of belonging that all adjuncts report when they find themselves disconnected from opportunities to contribute. This is a finding that researchers have generally come to agree on (Banta, 2010; Ewell, 2009; Kuh &

Ikenberry, 2009). While there are benefits to 'clocking in and clocking out' there is also the reminder that "I'm not part of a community" (06).

Workload

Contrary to the findings of the SLO literature, adjunct faculty interviewees did not seem frustrated by the workload associated with assessment. When asked if they ever felt fatigued by the act of assessing SLOs, the majority of faculty disagreed. Many of them seemed to enjoy the act of conducting formative and summative assessment to better understand student comprehension and performance. On more than one occasion a respondent would share that they conduct formative assessments and adjust their teaching styles or syllabus in the hope of improving student success.

Typically, further questioning would reveal that the adjunct faculty were conducting an informal assessment of learning that was not connected to the SLOs. While the assessments that were conducted did help the adjunct faculty fine tune the instruction or course, the results of the assessment would not be recorded in a way that enabled them to share with the department or college. This is a concerning gap in processes, since ACCJC often requires colleges to illustrate how outcomes are being assessed in the classroom and the achievement rates for corresponding outcomes. Without being connected to the institutionalized process of SLO assessment, adjunct faculty's efforts are not being included in the collegewide reporting software. From an institutional perspective, an adjunct faculty's assessment workload goes unaccounted for.

'Reporting results of assessment' and reporting which 'actions' the faculty will take to improve learning are the culminating aspects of an assessment program. These are usually

recorded in an assessment software or official repository. If adjunct faculty are excluded from this process their results do not contribute to the collegewide assessment and have only local impact in their sections. Some adjunct faculty note their lack of presence on campus prohibits a strong participation. Others cite lack of departmental or campus-wide communication that guides their participation. Frequently, however, adjunct faculty respondents cited a lack of consistent communication or training at the department level. “I have not [reported results]. We were told we were supposed to, [but] it never happened” (09).

When respondents expressed fatigue and consternation it was primarily in relation to the process of using the assessment software to report results and actions. The learning curve on a SLO software is high, according to engaged adjunct faculty. One respondent went so far as to call the “badly designed” software “one of the things about this whole community college system that sucks the most” (02). Studies regarding SLO assessments often focus on the design of outcomes and the time involved in assessing those outcomes. Rarely do studies examine the software colleges use to record results, or the amount of time, energy, and money stakeholders spend navigating the software.

Whether the technology is TracDat, CurricuNet, eLumen, Taskstream, or another assessment repository, adjunct faculty will need dedicated assistance in orienting them to the process. Only two respondents indicated that had taken part in a professional development activity wherein the software interface was the subject of training. One such training was communicated by the SLO Coordinator via campus-wide communications, but was “led by the librarians who knew the interface very well” (04).

Another respondent owed their knowledge of the software to a very dedicated department chair who sat down side-by-side to walk them through the process of inputting results. Both respondents reported that the training occurred at the beginning of their assignment and was not reinforced through any subsequent walkthroughs. Adjunct faculty seem to rely the most on the availability and accessibility of the department chair. In fact, the entire experience with the frustrating software and bureaucracy can be mitigated with a meaningful one-on-one.

> "In my department what they've done is my supervisor and I were teaching me how to do SLOs. They held my hand and I whined and complained. I said, 'who designed this? Why would they, that's just absurd. If I was online that would take me three hours and I'd still never figure it out.' 'I know, but here. I know how to do it.' And they help you through it. So I feel very supported by my department. [But} I have not felt supported at all by the people who designed the bigger, that make the bigger decisions about how you interact with the interface" (02).

Even when adjunct faculty respondents mastered the workload and successfully navigated software to report results of assessment, there was nearly unanimous consent in not knowing how the college uses the results of assessment. "It goes into this black hole. I'm sure it's important to somebody, but I don't know who" (01). The system might be working from an institutional perspective, but the faculty on the ground lack even the most basic birds eye view that would enable them to better contribute to the institution's effectiveness. As discussed earlier, communication, collaboration, and department chair advocacy may assist in rectifying this gap.

Summary

It is my hope that the findings discussed herein help to contribute to an understanding of how adjunct faculty in California's community colleges are supported by their departments,

both as professionals and as members of SLO assessment efforts. Support can come in many forms and there seems to be no panacea for supporting all types of adjunct faculty at the same time. After all, adjunct faculty enter the field at various stages in their teaching careers with various life goals. Understanding the nuances in adjunct faculty ranks may help departments design more conscientious assessment programs.

Campus wide initiatives, such as SLO assessment, brings with them a myriad of technical and procedural intricacies that even a seasoned adjunct faculty member will have difficulty mastering. I believe that the findings from this study will reinforce the notion that support should be departmental, maintained, and supported by an inclusive or learning culture with adjunct representatives and department chairs at the helm.

Department chairs are at the center of generating and maintaining a department's culture. Removing administrative and bureaucratic barriers can be achieved through frequent and meaningful communication With increased communication comes increased ability to participate according to each adjunct faculty's preference. Collaborations with tenure track faculty are achieved when the chair models a behavior code that dispels destructive politics. By removing politics, adjunct faculty can feel safer and less motivated by emotional and economic pressure to remain silent and invisible. These strategies, identified through the interview data, are ways in which department chairs can reach 'champion' status and create learning cultures that engender healthy collaborations.

Without healthy collaborations adjunct faculty perform SLO assessment in isolation and fail to properly contribute their skills and insights to the department's curriculum development. Since adjunct faculty are the majority teaching faculty, such exclusion guarantees that the

majority of courses across California's community colleges are not being taught as effectively as possible.

I believe the findings from this study will also give voice to a population of educators that are dedicated to their institutions and student success. Rarely did the interviews with participants uncover external factors as motivators, such as accreditation or compensation. Instead, participants expressed a desire to be helpful to the department, to make their colleague's jobs easier, and to participate in SLO assessment because it seems like a good idea, "even if nobody [does] anything with it" (04).

CHAPTER FIVE: DISCUSSION AND RECOMMENDATIONS

Introduction

This study has sought to better understand adjunct faculty experiences in the California community colleges (CCCs). Adjunct faculty, or part-time instructors, are not on the tenure track. They typically have two different preferences of employment: voluntary and involuntary. The CCC's reliance on adjunct faculty has increased in the last three decades. The number of pieces of adjunct-conscious legislation has not stemmed the tide against what some researchers call the 'adjunctification' of higher education. Studies have explored whether or not reliance on adjunct faculty negatively impacts student success rates and retention, however this was not the focus of my study. Instead I sought to better understand how adjunct faculty perceive the culture of the departments within which they offer instruction. I also attempted to understand what influences departments culture may have on how adjunct faculty are motivated to participate in ancillary activities like Student Learning Outcomes (SLO) assessment.

I conducted a mixed methods sequential explanatory research design in order to answer the study's two research questions questions. I first drew from an existing Self-Assessment Tool developed by Dr. Adrianna Kezar. The tool acts as a reflective self-assessment for adjunct faculty to better understand how they perceive the cultures of their departments. It helps to identify whether adjunct faculty perceive their departmental cultures as destructive, invisible, inclusive, or learning. The survey was distributed to roughly 1,200 adjunct faculty at two community colleges in southern California's Area D, defined by the Academic Senate for California Community Colleges (ASCCC). Those colleges were pseudonymously named

Elmdale and Shoreline colleges. Each site boasted a majority adjunct faculty population (60%), is situated in a midsize city, and serves a majority Hispanic student population.

Following the distribution of the survey by email I conducted follow-up interviews with respondents who indicated a willingness to do so. Of the 80 adjunct faculty who responded to the online survey, 33 indicated they would be willing to participate in a follow-up interview. I was able to conduct interviews with 15 of these individuals. The qualitative interviews allowed me to gain deeper insight into how adjunct faculty at these two sites perceived the cultures of their departments. The rich data sets were coded on a line by line basis according to codes based on departmental cultures explored by Kezar (2013b) and Doshi and McGregor's (2015) streamlined interpretation of Deci and Ryan's (2000) Self-Determination Continuum.

A review of documents related to adjunct faculty at each Elmdale and Shoreline college yielded a better understanding of expectations and opportunities local to each site. Document data assisted in refining questions posed in the semi-structured interviews and highlighting how the numerous adjunct faculty in the CCC system experience SLO assessment. I was able to ascertain the expectations for adjunct faculty, department chairs, SLO Coordinators through an investigation of faculty contracts, accreditation reports, and training materials.

Meaning of the Findings

It is my hope that the findings generated from the survey and interview data can be used to better help administrative and faculty leadership address areas for improvement in supporting the role of adjunct faculty in learning and curricular assessment. I hope to assist college leaders in recognizing strong policies that create healthy cultures for adjunct faculty, while also realizing the need to bolster the supports that adjunct faculty are offered to complete

their tasks in the classroom for students. The implications for this research can involve local and statewide academic senates, local and statewide bargaining units, and local policies and practices at community colleges across California.

The prevalence of inclusive and learning cultures suggests that, on the whole, adjunct faculty perceive their departments in a positive light. Yet a holistic view of the data suggests that departments are, by and large, creating and maintaining cultures where adjunct faculty feel valued. Analysis of the individual survey questions illustrates specific areas for improvement. A synthesis of interventions will necessarily be site-specific. Yet ultimately interventions should help to promote systematic SLO learning as a vehicle by which departments can improve their communication, collaboration, and the overall cultures in the eyes of their adjunct faculty.

It is my hope that this study's findings also better equips leaders to connect adjunct faculty to the process of institutional improvement. Adjunct faculty's compassion and passion can be a benefit to the community colleges and contribute to the way that we develop and refine curriculum for our increasingly diverse student populations. Synergies and systematic supports are more relevant in today's landscape of outcomes based funding formulas and far reaching initiatives like Guided Pathways. Now might be the time to harness statewide collaborations to improve the adjunct experience surrounding SLO assessment.

The adjunct faculty who participated in the interviews shared numerous stories that illustrate their dedication to their students and a desire to experience a sense of belonging in their departments. A number of respondents were children of the community and a handful were alumna of the community colleges they taught at. These faculty expressed an emotional

investment in their institutions, citing their concern for students as a motivation to enhance their teaching. Previous studies explain the need to transform cultures of compliance into cultures of inquiry (Apigo, 2015; Kuh, Ikenberry, Jankowski, Cain, Ewell, Hutchings, & Kinzie, 2015). Harnessing emotional investment, and the associated intrinsic motivations, might be a meaningful starting point to accomplish this transformation.

There are a myriad of pressures, both economic and emotional, related to the adjunct profession. Against these odds, adjunct faculty in the interviews expressed a resilience and eagerness to participate in SLO assessment. Rarely did an interviewee express disdain or chagrin for outcomes assessment. Instead the overwhelming majority indicated that the activity was interesting, academic, and oftentimes yielded data and insights that helped them improve classroom experiences. “It’s fascinating, it’s really interesting. And in its own very limited way has informed what I’ve tried to do in the classroom” (01).

Implications for Practice

Demographics

Fifty percent of survey respondents identified as white/Caucasian adjunct faculty. The remaining majority (33%) identified as ‘other.’ No more than five individuals completed the survey who identified as either Asian, Hispanic, or Black/African American. Demographic information has implications for future lines of research into the world of adjunct faculty in California's community colleges. Faculty diversification remains an issue that key stakeholders across the state are focused on. The statewide Academic Senate for California Community Colleges has a key initiative in consultation with the Chancellor's Office and Board of Governors to explore increasing faculty diversification within the ranks of tenure-track and

adjunct faculty. While it cannot be said the reason for certain demographics having completed the survey, the large majority of white adjunct faculty respondents, in comparison to the slim number of Asian, Hispanic, and African American respondents, is worth exploration.

Department Chairs

"I think it has to do with the department chair, whether they want you to get involved or not" (05). The department chair who involves adjunct faculty is instrumental in their feeling welcome, perhaps more so than any other factor.

It is important for chairs to first understand their team's employment preferences. Survey responses show that a majority of respondents attest that their department chair takes time to understand their schedule preferences and works with them to build an accommodating teaching schedule. To the extent possible, department chairs should then strive to include adjunct faculty by offering a variety of professional development opportunities at a number of varying, nontraditional times or online. Department chairs can also strive to articulate the expectations for each opportunity, any compensation, or even create opportunities for compensation within their own departments. "I would be really interested in seeing what happens with a college that offers hourly pay or stipends for adjuncts. It would make a huge difference" (03).

The above adjunct respondent works at Elmdale College, which allows adjunct faculty to request compensation in advance of attending SLO assessment activities outside of the classroom. Adjunct faculty are not always aware of stipend opportunities, so clear and consistent communication from the department chair can help increase fairly compensated contributions. While none of the adjunct faculty declared their extra-curricular involvement

was contingent on compensation, they did note that compensation would be a beneficial windfall, especially in light of the largely inequitable pay that exists between adjunct and tenure track faculty.

It is also critical that department chairs be well informed of their roles and responsibilities in representing all faculty. Empowering chairs with the information and skills needed to manage a department's instruction, assessment, scheduling, and politics will better prepare environments to receive and encourage adjunct faculty participation. Adjunct faculty are aware of whether or not their department chair bows to internal politics or favoritism. They also understand when a chair is unable to support them or properly address their needs. They perceive the ripple effect that ill-prepared chairs emanate, not only to peer faculty but also throughout the ecosystem of curriculum design and student success. Describing the shortcomings of their current chair, one respondent laments that the leader "doesn't know what he's doing, so [the department] is kind of getting messed up right now" (05).

Encouraging Adjunct Success

> "Sometimes I enjoy just being in the room and not even saying anything, just sort of sitting there and absorbing the conversation that the other full time faculty members are having. I enjoy the actual act of SLO assessment because I feel special, frankly. I feel special because most of my work as a part timer is fly by night, going one place to another place to another place. I don't feel very involved in the college. And so when an opportunity for SLO assessment comes up that fits with my schedule, that's an exciting moment for me because I feel like I've been verified" (01).

Adjunct faculty expressed feeling special and validated as a member of the community when a department extended multiple, accommodating opportunities to attend meetings and professional development. Not all, but most adjunct faculty relish the opportunity to listen to a discussion and learn from their peers. In this way they learn and can bring new information into

the classroom to better serve students or more fully participate in institutional effectiveness. Adjunct faculty are also interested in growing as individuals, growing professionally, and advancing in their educational careers. Increasing their ability to learn, network, and make meaning from complex initiatives adds to their sense of belonging. It also encourages them to carry knowledge into other industries and sister community colleges.

Interview respondents were asked to imagine that they had been declared department chair for the day and outline a two or three point plan for increasing adjunct faculty engagement in SLO assessment. The nearly ubiquitous answer was to invite adjunct faculty to department meetings. Herein lies an inexpensive remedy for departments to encourage attendance at department meetings, not simply to extend blanket invitations. Encouragement versus simple invitation is the difference between the inclusive and the learning culture. A greater sense of belonging can be engendered when department chairs model that active engagement is encouraged, that adjunct faculty contributions are desired.

Not every adjunct faculty member wishes to actively engage. Some members simply wish for the opportunity to be a wallflower and apply the lessons learned to the classroom. Each adjunct faculty member brings different lifestyles and career preferences to the table; a one-size-fits all requirement to attend meetings, or a blanket method of communication, will not suffice in drawing out contributions. Cultures can shift toward the inclusive and learning cultures when department chairs take the time to understand the composition of their adjunct teams, accommodate their busy schedules, and *encourage* them to be part of the community across a number of different times and collaboration platforms.

Adjunct faculty frequently spoke as if they were the only adjunct faculty member in the department. Rarely did they describe collaborations or commiserations with other adjunct faculty in the department. However, the relationships to other adjunct faculty was not specifically asked in the survey or interview. it may be beneficial to explore the extent to which adjunct faculty create their own communities and what influence this has on encouraging their success.

On several occasions interview respondents recollected a time when a tenure track professor provided an orientation to the department and instruction. This orientation often took place at the beginning of the assignment and was not repeated throughout the semester or assignment. A mentorship program or community of practice may help adjunct faculty maintain an awareness of the issues and best practices in the department. Frequent and meaningful contact with other faculty may also help to encourage their successful participation in SLO assessment.

As the majority teaching faculty, adjunct instructors should be able to describe the process of SLO assessment, reporting results, and participate in the sense-making that leads to actions to increase student success. Evidenced in the interviews, only two respondents were able to describe how their personal results of assessment were included in the campus-wide assessment program. More detailed and frequent communications, or professional development, is needed. Educating and then encouraging adjunct faculty to persist through confounding bureaucracies or software can empower them with victories that fuel their prosocial behaviors. Recognizing and sustaining these achievements can help to create sustainable contributions to institutional effectiveness.

Departmental Politics

Although not experienced by all interviewees, destructive politics illustrated a detrimental influence on the manner in which adjunct faculty engage. Politics and favoritism were identified as detriments to the security of adjunct teaching assignments, which became leverage in the political landscape and prevented adjunct faculty from speaking up during meetings or offering contributions that may offend a department chair or faculty clique.

One way to evolve beyond destructive politics may be to implement a behavioral code that helps faculty teams problem solve and address conflict with dissent, disagreement, and ultimately collegial synergy. Emotional pressure to remain reticent for the sake of pseudo-harmony or to protect one's interests, such as a scheduled class, do not help the educational ecosystem break barriers toward new equilibrium, in fact they are concessions to emotional and economic pressures, which can have negative influences on the health of organizational culture (Doshi & McGregor, 2015; Lambert, 1995). Without department leaders to model this process, adjunct faculty are likely to remain inactive when faced with destructive politics. Department cultures may suffer and the quality of collaboration, instruction, and curriculum may decrease as well.

It is not clear the extent to which departments combat or remedy destructive politics. It is not well known how adverse politics impact adjunct faculty populations. One item of further research may seek to explore any reality or merit of detrimental politics. It may also explore solutions for helping adjunct faculty and tenure track faculty address and transform harmful cultures.

Recommendations for Future Research

Along the vein of addressing the impact of politics, researchers in the realm of community college higher education may need to look more closely at how teaching schedules are developed and what impact these assignments have on income-dependent adjunct faculty. Teaching classes are frequently the livelihood of adjunct faculty, especially involuntary adjunct faculty. They're often used as the backbone of resumes that may help propel adjunct faculty into a full-time tenure track position. The interview data revealed that adjunct faculty believe that they're teaching patterns may sometimes be caught up in department politics. An inventory of legislation and Chancellor's Office guidance supporting seniority rules for adjunct faculty would be helpful in this endeavor. This line of research me also require an extensive review of bargaining units across the state and how courses are scheduled.

Adjunct faculty seem to be able to tell when actions are political expedient or for the status quo. In this regard, department chairs emerged as key influencers in the creation and maintenance of department cultures. A champion department chair can transform a bad experience into a positive experience by simply being available, listening, and taking unbiased action. Other times problems are ignored until they go away. Adjunct faculty prefered a department chair who stands up for what is right and helps to hold all stakeholders accountable. Respectful behaviors positively influence how adjunct faculty see themselves as belonging and contributing to a department and institution (Center for Community College Student Engagement, 2014; Gappa et al., 2007; Kezar, 2013a; Scott and Danley-Scott, 2015; Thirolf, 2013).

While previous studies have acknowledged the role of the department chair and providing support for adjunct faculty, I believe future research could focus on the role of department chair in creating cultures that are additive to the adjunct faculty experience. It may be beneficial to examine bargaining unit contracts that outline the roles and responsibilities for department chairs. In this study, Elmdale College explicitly outlined how the department chair should interact with adjunct faculty regarding student learning outcomes assessment. Shoreline College outlines the role of an adjunct faculty representative to explicitly participates in the election of the department chair as the voice of the adjunct faculty in the department. Future research could also explore the future role of a departmental Adjunct Faculty Representative and draw on already tested investigations into this form of advocacy.

Student Learning Outcomes assessment is reflected differently in the bargaining unit contracts. Dougherty, Rhoades, and Smith (2013) conducted an extensive review of bargaining unit contracts across the nation and how the language and phraseology of student learning outcomes assessment has permeated those contracts. Whether or not these ancillary activities are included in adjunct faculty compensation is unclear. At what rate do adjunct faculty request request payment for the work conducted above and beyond their classroom instruction? How much do institutions allocate toward adjunct efforts in the form of stipends or contractual pay? Researchers should seek to understand how SLOs are expressed in contracts and the process paying adjunct faculty for their work on SLOs. The findings of this study indicate that adjunct faculty rarely understand whether or not they can receive compensation for their work on SLO assessment, much less the process requesting it.

Workload related to assessment software is another area for future study. One respondent, who described poorly designed software as “one of the things about this whole community college system that sucks the most” (02), captures a larger issue in academia that has yet to be fully explored in the context of SLOs: increasing reliance on technology can push creativity out of the process of assessment. In discussing the political and economic setting of higher education as early as the 1990s, Rhoades and Slaughter (1997) described the creeping and persistent ‘managing of faculty’ with the introduction of technologies and systems that introduce capitalist modes of operating. Even then, faculty were characterized “as being technologically challenged," and were unprotected by bargaining units that largely failed to account for "involuntary use and abuse from instructional technology. There is no effort to proactively establish involvement in and/or control of a range of decisions, educational and otherside, surrounding the use of instructional technology" (p.20, 1997).

Conclusion

When I began this study I had high aspirations for uncovering findings that might lead to the next policy revolution at the statewide level. Instead what I have discovered is that adjunct faculty perceive the greatest amount of cultural change can be accomplished at the local level with ‘champion’ faculty leadership, sustained training, and healthy behavioral codes. Short of transforming a systemwide program of assessment, leadership at each CCC may first need to leverage useful policies like faculty professional development and mentorship programs (Eagan, Jaeger, Grantham, 2015; Renner, 2017). These types of policies tend to have a positive impact on how adjunct faculty perceive their working experiences.

One-on-one faculty interviews yielded data that indicates a local, inexpensive remedies can be implemented with the right leadership. In particular, the department chair helps to shape department behaviors; these might be the most readily available means of facilitating cultural transformation. Inexpensive and noninvasive leadership at the department levels can follow a strategic plan to increase communication, collaboration, and to ultimately produce a refined and diverse curriculum.

I expected adjunct faculty to stress external motivations, like accreditation, as the reasons for their reluctant involvement in SLO assessment. To the contrary, interviewees rarely cited accreditation and external pressures for their motivation assess SLOs. Instead, what emerged from the interview data was an overwhelming motivation to participate in outcomes assessment for the benefit of student success, curriculum development, and the health of the department. These findings can add to assessment literature, which frequently sites external accreditation pressures as a reason for cultures of compliance. It may be that better understanding adjunct faculty motivations can help departments, and entire institutions, transform historically compliance-based cultures into cultures that thrive on inquiry.

Since they are the majority teaching faculty, their insights and contributions to student success, curriculum, policies, student and faculty experiences, cannot be overstated. Given that each course and program needs an SLO, there are likely a high number of SLOs across the California community college system. There is also a high number of adjunct faculty providing the instruction associated with the outcomes. Therefore, it is essential that adjunct faculty fully participate in SLO assessment. A "systemic and sustainable" solution that Gallagher (2008) calls for has yet to manifest in a way that supports the majority, temporary, and constantly

traversing adjunct faculty population. In light of the myriad initiatives and legislations that are currently transforming the very nature of community college in California, adjunct faculty may prove to be a wellspring of diverse perspectives that helped all faculty engage in the sense making process.

I have been humbled to participate in this eye opening study alongside my adjunct faculty peers in the California community colleges. I believe that the findings and recommendations can be useful to a number have leaders and leadership agencies in California and the nation. The wheels of state governance and advocacy often move in positive directions, but with large and slow rotating gears. My interactions with adjunct faculty in this study have renewed my sense of hope in the ability of local institutions to take the lead in transforming cultures through immediate and inexpensive transformations

APPENDIX A

Document Review Protocol

Data Sources

- Adjunct Faculty Contract
- Adjunct Faculty Handbook

- ACCJC Accreditation Letters/Recommendations
- ACCJC Institutional Self-Evaluation Study

- Academic Senate Webpages
- Academic Senate Handbooks

- SLO Assessment Webpages
- SLO Assessment Committee Minutes 2015-2018
- SLO Assessment Committee Reports 2015-2018
- SLO Handbook

- Faculty Professional Development Webpage
- Department Head Responsibilities

To obtain the following information

- Indicators of institutional and departmental cultures.
- Indicators of types of motivations used to engage adjunct faculty.

- Expectations for adjunct faculty participation in SLO assessment.
- Institutional resources allocated to adjunct faculty participation in SLO assessment
    - Stipends
    - Recognition or respect
    - Meeting membership or attendance

APPENDIX B

Recruitment Letter

Subject: Research Participation Invitation – Survey & Interview of Departmental Cultures

My name is Colin Williams, and I am an Ed.D. candidate in the Educational Leadership Program
at the University of California, Los Angeles (UCLA). I am also a faculty librarian and SLO Coordinator at Long Beach City College.

As an adjunct faculty member you are invited to participate in my study entitled "Community College Adjunct Faculty Perceptions of Departmental Cultures." The purpose of this study is to explore adjunct faculty's perceptions of department cultures and the motivations behind adjunct faculty's participation in Student Learning Outcomes (SLO) assessment.

Please consider completing the below linked survey and participating in a follow-up interview. The survey is estimated to take 10-15 minutes. At the end of the survey, you can indicate your willingness to participate in a 30 minute follow-up interview, to take place via the phone, Internet, or in-person.

Click this link to participate in the survey: [INSERT LINK]

Your participation will provide valuable information that can help the California community college leaders better understand how departmental cultures impact adjunct faculty, both positively and adversely. The study seeks to give voice to the experiences and perceptions of adjunct faculty. I will share aggregate findings in the study and through potential presentations at relevant conferences.

Your participation in both activities is voluntary. Survey responses will be confidential and reported in the aggregate. Interview participants will remain anonymous and campuses will receive pseudonyms in order to protect your identity. Information and findings will not be able to link to any individual participant.

Survey participants will have the opportunity to win one of three $50 Amazon gift cards. Interview participants will have the opportunity to win one $100 Amazon gift card Your information will not be connected to your responses.

If you have any questions or concerns, please feel free to contact me at colinandcompany@gmail.com or (760) 403-1198 or my faculty sponsor, Dr. Kevin Eagan at keagan@ucla.edu. If you would like additional information about the study, please click here to review the attached Study Information Sheet.

Thank you for your time in completing this survey and contributing to the study.

APPENDIX C

Survey & Interview Information Sheet

Because you are a California community college adjunct faculty, you are invited to participate in the dissertation study entitled "Community College Adjunct Faculty Perceptions of Departmental Cultures." Your participation in this research study is voluntary. This study is being conducted Colin Williams, Ed.D. candidate in the Educational Leadership Program at the University of California, Los Angeles (UCLA).

Background on the Study
Relatively little research has investigated how adjunct faculty are influenced by their department cultures to participate in Student Learning Outcomes (SLO) assessment. There is little understanding of how adjunct faculty in the California community college system perceive their department cultures. This study seeks to begin to answer both needs.

Survey & Interview
If you volunteer to participate in this study, the researcher will ask you to:

- Complete a 10-15 minute online survey. The survey includes multiple choice questions.
- Elect to participate in a follow-up, one-on-one interview regarding departmental cultures and motivations to participate in SLO assessment.

Duration
The survey lasts 10-15 minutes. Interviews will last roughly 30 minutes. Interviews will be conducted over the phone, Internet, or in-person.

Risks & Confidentiality
Information and findings will not be able to link to any individual participant. All identifying data will be removed from results. Pseudonyms will be used for interview participants and campuses. Survey responses will only be reported in the aggregate and non-identifying quotes may be used to highlight results. Only those respondents who enter the gift card drawing and volunteer to participate in a follow-up interview will be asked to provide their names, phone number, and email address.

Benefits
Your participation will help California community college leaders better understand how departmental cultures, both positive and detrimental, impact adjunct faculty's participation in SLO assessment. Findings may yield potential best practices regarding cultures and assessment for adjunct faculty.

Gift Cards
Participants are eligible to win one of three $50 gift cards for their completion of the survey and one $100 gift card for their participation in the interview.

Rights

- You may choose to participate and withdraw at any time. Withdraw does not inflict any type of penalty.
- You may refuse to answer any question and still remain in the study.

Contact

Please contact me, Colin Williams, at colinandcompany@gmail.com or (760) 403-1198
Or please contact Dr. Kevin Eagan, faculty sponsor, at keagan@ucla.edu.

If there are any questions or concerns about participant rights while taking part in this study, or concerns please contact the UCLA Office of the Human Research Protection Program (OHRPP) at (310) 825-7122 or:

UCLA Office of the Human Research Protection Program
11000 Kinross Avenue, Suite 211, Box 951694
Los Angeles, CA 90095-1694

APPENDIX D

Survey: Departmental Cultures and Adjunct Faculty

My name is Colin Williams, I am a UCLA doctoral student in the Educational Leadership program. I would like to invite you to participate in my dissertation study that explores how departmental cultures influence adjunct (non tenure track) faculty participation in Student Learning Outcomes (SLO) assessment.

The online survey is called "Departmental Cultures and Non-tenure track Faculty: A Self-Assessment Tool for Departments." It was created by the Delphi Project on the Changing Faculty and Student Success (2015). It will be distributed to adjunct faculty teaching at two southern California community colleges.

Interview participants will remain anonymous and campuses will receive pseudonyms in order to protect your identity. Answers will be stored on password protected computers and will be accessed only by the research team. Completion of this survey is voluntary. You may choose to stop participating at any time.

If you are interested in participating in a follow-up interview, please indicate this within the survey. Participants will be eligible to win one of three $50 gift cards for their completion of the survey and one $100 gift card for their participation in the interview stage.

Directions: Please complete the survey once answering based on your experiences in the English or math department at the institution through which you received this invitation. For each question, please select one answer that best describes your experiences and perceptions.

Section 1: Demographics

1. I identify as:
    a. Male
    b. Female
    c. Other
2. I identify as:
    a. White
    b. Black or African American
    c. American Indian or Alaska Native
    d. Asian
    e. Native Hawaiian or Other Pacific Islander
    f. Other
3. Enter your contact information if you are interested in participating in a follow-up interview. Your survey results will not be linked to your information.
    a. [Insert name, email address, phone number]
4. I consider myself to be a...
    a. voluntary part-time faculty (i.e. I choose or prefer to work part-time)

b. involuntary part-time faculty (i.e. I teach part-time but would prefer a full-time faculty appointment)

5. The college at which I am employed and to which my responses are relevant is:
    a. [Insert College Name]
6. I have been employed at this institution for:
    a. 3 years or less
    b. 4-6 years
    c. 7-10 years
    d. More than 10 years
7. I teach/am employed within the _____ department.
    a. [Insert Department].
8. I have been employed in this department for:
    a. 3 years or less
    b. 4-6 years
    c. 7-10 years
    d. More than 10 year

Section 2: Departmental Culture

9. Tenure track faculty colleagues in the department treat me:
    a. disrespectfully
    b. like I am invisible
    c. respectfully and inclusively
    d. as if I am valuable to the overall learning environment
10. In terms of participation in faculty meetings, I am:
    a. prohibited from attending faculty meetings
    b. allowed to attend faculty meetings
    c. invited to attend faculty meetings
    d. encouraged to attend meetings and asked for input on departmental matters
11. I am considered by my colleagues as:
    a. a hired hand to teach
    b. a nobody; I am ignored or I go unnoticed
    c. a professional, but largely in another profession or job (for example, law, engineering)
    d. an academic professional with educational expertise
12. My salary and pay are:
    a. grossly inequitable compared to tenure track faculty
    b. inequitable compared to tenure track faculty
    c. marginally inequitable compared to tenure track faculty
    d. close to equitable or attempts are made to make it equitable
13. Adjunct faculty hiring practices in this department are:
    a. haphazard and random
    b. occasionally intentional but also often random
    c. mostly intentional and organized
    d. always conducted with care in order to identify the best fit for departmental

needs around academic issues

14. During my time in this department, my hiring or contract renewal occurs:
    a. always at the last minute
    b. sometimes at the last minute
    c. typically before courses begin
    d. well before courses begin and I am consulted about my teaching preferences and teaching schedules at other institutions (if applicable)
15. In terms of professional development, I am:
    a. purposefully excluded from professional development opportunities
    b. not made aware of professional development opportunities
    c. made aware of professional development opportunities
    d. encouraged to grow and opportunities are made available with non-tenure track schedule in mind
16. In terms of resources to do my work, I:
    a. lack basic office supplies and equipment
    b. have some basic office supplies and equipment
    c. have basic office supplies and equipment
    d. am encouraged to seek all the resources I need to make the best learning environment
17. In terms of office space, I have:
    a. none, and no opportunities for space in the future
    b. none, but there have been occasional discussions of the need for space
    c. shared space with colleagues in a different department or field
    d. shared space with or near colleagues in a similar department field or my own office
18. In terms of orientation to the campus, I was:
    a. provided no orientation informally or formally
    b. provided informal orientation from a colleague, department staff or department chair
    c. provided with a formal orientation
    d. provided with a formal orientation and provided informal support by colleagues
19. In terms of input on curriculum, I am:
    a. never allowed to give input on course design (syllabus), textbooks or assignments
    b. occasionally allowed to give input on course design (syllabus), textbooks or assignments
    c. typically allowed to give input on course design (syllabus), textbooks or assignments
    d. always allowed to give input on course design (syllabus) textbooks or assignments
20. In terms of the learning goals/curriculum for my program, I:
    a. never have input into development of learning goals or curriculum
    b. occasionally have input into development of learning goals or curriculum
    c. typically have input into development of learning goals or curriculum

    d. always have input into development of learning goals or curriculum and am seen as a central player with valued expertise

21. In terms of evaluation, I am:
    a. never evaluated or provided feedback
    b. occasionally provided informal evaluation or provided feedback
    c. typically provided formal evaluation through student evaluations
    d. always provided multiple forms of evaluation and feedback such as peer evaluation ,student evaluations, or portfolio review
22. The chair schedules me to teach courses and:
    a. never asks for my input or about my schedule
    b. occasionally asks about my schedule and tries to accommodate
    c. typically asks about my schedule and accommodates whenever possible
    d. always checks in with me before scheduling and accommodates my schedule
23. In terms of information and campus resources (e.g. information about tutoring, support services, campus policies related to plagiarism, etc.) I am:
    a. never provided information and resources
    b. occasionally provided information and resources
    c. typically provided information and resources
    d. always provided information and updates about information and resources
24. In terms of advising, I:
    a. am not given enough information to adequately advise students
    b. am occasionally provided basic information related to advising students
    c. am typically provided basic information related to advising students
    d. am always provided basic information related to advising students
25. My tenure track colleagues communicate with me about teaching:
    a. never
    b. rarely
    c. sometimes, but generally around things like scheduling or basic course information
    d. regularly and in supportive ways that enhance my teaching and learning
26. When I need support from departmental staff for teaching(e.g., getting Blackboard site activated):
    a. my requests are ignored
    b. occasionally my requests are met
    c. typically my requests are met
    d. my requests are always met
27. I am scheduled to teach courses that:
    a. often are not closely aligned with my expertise
    b. sometimes are not closely aligned with my expertise
    c. typically are closely aligned with my expertise
    d. always are closely aligned with my expertise
28. My department encourages communication and interaction with other colleagues in my department:
    a. I am actively discouraged from connecting with other colleagues

b. not at all; I have never met or interacted with any of my colleagues in this department
c. informally, such as through invitations to meetings or at orientation
d. formally and intentionally; I have some sort of regular interaction with my colleagues

APPENDIX E

Adjunct Faculty Interview Protocol

My name is Colin Williams, I am a UCLA doctoral student in the Educational Leadership program. I would like to invite you to participate in my dissertation study that explores how departmental cultures influence adjunct (non tenure track) faculty participation in Student Learning Outcomes (SLO) assessment.

The purpose of this interview is to better understand how adjunct faculty perceive departmental culture's influence on their motivation to participate in SLO assessment. Interviews will take place with adjunct faculty teaching at two southern California community colleges.

Your participation in this survey is voluntary. Interview participants will remain anonymous and campuses will receive pseudonyms in order to protect your identity. Participants will be eligible to win one $100 gift card for their participation in the interview stage.

I would like to digitally record it so I can later transcribe the interview verbatim. I record interviews because it's so much easier than trying to take written notes about our conversation. The audio file has no other use in the study and will not be shared with anyone else. If there are points during the interview where you would like the recorder off, please feel free to let me know and I will halt recording.

Please indicate your understanding of the study and consent to participate in this interview. This interview will last approximately 30 minutes, let's begin.

Section 1: Departmental Cultures

The next series of questions will explore the roles that various stakeholders may have in shaping your department's culture.

1. What do you love about your job?
    a. How does your department support you in acting on this passion?
2. Can you recall a time that a tenure track faculty treated you either with disrespect or like you were a valuable team member? Why did that particular story come to mind?
3. [Was this] [Can you describe for me] the last time you felt a sense of belonging in your department?
    a. How would you describe your relationship to tenure track faculty in your department?
    b. How would you describe your relationship to your department head?
4. Can you talk to me about department meetings, curriculum development, and faculty professional development? To what extent are you involved in these activities?

Section 2: SLOs

1. Have you heard of (or how familiar are your with) assessing Student Learning Outcomes, SLOs?
    a. Can you describe your impressions of SLO assessment?

    b. How do you think you came to arrive at this perception?
2. How useful do you find SLO assessment at increasing student success?
    a. Can you describe a time you used SLO assessment to positively impact the students in the classroom?
3. How often do you engage with other faculty to analyze and take action on SLOs?
    a. Do you have access to results of assessment to assist in analyzing SLOs?
4. How often do you receive communications about SLOs?
    a. What is the nature of those communications, how do they make you feel?

Section 3: Types of Motivations

1. If you haven't already answered this, why do you think your department participates in SLO assessment?
2. *C*an you describe to me the last time it was that you participated in SLO assessment?
    a. What was memorable about that experience?
3. Can you remember a time you felt motivated to participate in SLO assessment?
    a. What do you think contributed to this feeling?
    b. How influential is compensation as a motivator?
    c. How influential is assisting student learning as a motivator?
4. [<u>If necessary:</u>] Can you remember a time when you felt fatigued or reluctant (or empowered and enthusiastic) to participate in SLO assessment?
    a. What do you think contributed to this feeling?
5. If you were put in charge of SLO assessment at your department and were charged to increase adjunct faculty participation, what would your two or three bullet point plan be?

APPENDIX F

Department Culture by Assignment Type

Shoreline College				
	3 years or less	4-6 years	7-10 years	More than 10 years
Destructive	2	1	0	1
Destructive/Invisible	1	0	0	0
Invisible	0	0	0	1
Invisible/Inclusive	1	1	0	0
Inclusive	1	2	0	1
Inclusive/Learning	1	1	0	0
Learning	4	4	0	2

Elmdale College				
	3 years or less	4-6 years	7-10 years	More than 10 years
Destructive	1	1	0	0
Destructive/Invisible	0	0	0	0
Invisible	2	3	0	2
Invisible/Inclusive	0	0	0	0
Inclusive	5	3	1	4
Inclusive/Learning	2	0	0	0
Learning	6	1	1	1

Unidentified College				
	3 years or less	4-6 years	7-10 years	More than 10 years
Destructive	0	1	0	1
Destructive/Invisible	0	1	0	0
Invisible	0	2	0	2
Invisible/Inclusive	0	0	0	1
Inclusive	1	0	0	2
Inclusive/Learning	0	0	0	0
Learning	0	1	0	3

APPENDIX G

Responses In the Context of Department Cultures

	Shoreline				Elmdale				Unidentified			
	Number of responses from adjunct faculty in that culture.				Number of responses from adjunct faculty in that culture.				Number of responses from adjunct faculty in that culture.			
	De-structive	Invisible	Inclusive	Learning	De-structive	Invisible	Inclusive	Learning	De-structive	Invisible	Inclusive	Learning
Q 09	0	1	3	6	1	5	7	3	0	3	0	0
Q 10	0	1	4	4	1	6	6	1	1	2	2	3
Q 11	1	0	2	7	2	3	4	5	0	0	0	4
Q 12	1	1	1	5	2	2	3	2	1	3	1	0
Q 13	2	1	0	6	1	4	8	6	1	2	3	1
Q 14	2	0	2	7	1	2	5	7	1	2	1	4
Q 15	0	0	1	3	0	1	12	5	0	1	2	1
Q 16	3	1	1	7	1	5	8	5	2	2	2	2
Q 17	4	0	2	5	1	3	3	7	2	1	1	3
Q 18	4	0	1	2	1	3	3	6	2	2	1	0
Q 19	1	0	2	7	1	4	5	3	2	1	1	1
Q 20	3	0	1	3	2	3	2	4	1	2	1	1
Q 21	3	0	2	1	0	1	7	7	1	1	1	3
Q 22	2	1	1	8	0	5	6	9	2	2	2	3
Q 23	2	1	0	5	0	4	7	8	0	4	2	3
Q 24	1	0	0	5	1	1	5	3	1	2	1	2
Q 25	4	0	1	6	1	5	4	4	1	1	2	1
Q 26	0	1	2	6	0	4	5	7	1	2	3	4
Q 27	0	0	3	9	1	0	4	8	0	0	2	2
Q 28	0	1	3	4	0	2	9	4	0	1	3	2

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